



Magnolia Public Schools

Board Meeting

Date and Time

Thursday December 8, 2016 at 7:00 PM

Location

MSA 6; 3754 Dunn Drive, Los Angeles CA 90034

AGENDA

Regular Meeting of the MPS Board of Directors

Access to the Board Meeting: Any interested parties or community members from remote locations may attend the meeting at the following school sites or the addresses where the Board members are joining the meeting from:

Remotely by dialing in to the numbers below:

Open Session- Dial: 1.844.572.5683 Code: 1948435

- MSA- SD 6365 Lake Atlin Ave San Diego, CA 92119 (Dr. Salih Dikbas)
- 1020 South Olive Street, 7th Floor Los Angeles, CA 90015 (Mrs. Noel Unterburger)
- 449 36th Street #2 Brooklyn, NY 11232 (Mr. Nguyen Huynh)
- 1363 Ridgecrest Rd Pinole CA 94564 (Serdar Orazov)
- 495 El Camino Real Santa Clara CA 95050 (Dr. Umit Yapanel)
- 5113 Babette Ave Los Angeles, CA 90066 (Ms. Diane Gonzalez)
- UCLA Boyer 659, 611 Charles Young Dr. E. Los Angeles CA 90095 (Dr. Saken Sherkhonov)

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (213) 628-3634 x100 to make arrangements and accommodate your disability.

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 250 East 1st Street Los Angeles, CA 90012.

MPS Board Members:

Ms. Noel Russell- Unterburger, President
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Saken Sherkhanov
Dr. Salih Dikbas
Dr. Ali Korkmaz
Dr. Remzi Oten
Ms. Diane Gonzalez
Mr. Nguyen Huynh

CEO & Superintendent:
Dr. Caprice Young

Notice of Closed Session Agenda Items

Due to space limitations on the following pages of the agenda, notice of closed session agenda items is provided here.

V. A. Conference with Legal Counsel—Anticipated Litigation
Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section
54956.9: one case
V. B. Public Performance Evaluation: Chief Executive Officer and Superintendent

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Call the Meeting to Order			
B. Record Attendance and Guests			
C. Flag Salute			1
D. Public Comments			5
E. Approval of the Agenda	Vote		1
II. Consent Items			
A. Approval of Revised Minutes of Regular Board Meeting- June 11, 2015	Approve Minutes		1
B. Approve Minutes of Special Board Meeting- October 10, 2016	Approve Minutes		
C. Approve Minutes of Regular Board Meeting- October 13, 2016	Approve Minutes		1
D. Approve Minutes of Special Board Meeting- October 19, 2016	Approve Minutes		1
E. Approve Minutes of Special Board Meeting- October 26, 2016	Approve Minutes		1
F. Approve Minutes of Special Board Meeting- October 30, 2016	Approve Minutes		1
G. Approve Minutes of Special Board Meeting- November 3, 2016	Approve Minutes		1
H. Chromebook Purchase for Magnolia Science Academy- Santa Ana (MSA SA)	Vote	Erdinc Acar	5
I. Approval of 2017-18 School Safety Plans for all Magnolia Science Academies	Vote	Kelly Hourigan	2
J. Approval of 2016-17 Compliance Monitoring and Certification of Board Compliance Review for MSA 1-8	Vote	David Yilmaz	1
K. Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana	Vote	David Yilmaz	5
L. Approval of Single Plan for Student Achievement (SPSA) for MSA 1,2,4-8	Vote	David Yilmaz	5
M. Approval of MSA Santa Clara Storage Disposal and Fees	Vote	Kelly Hourigan	2
N. Approval of Financial Policy Changes	Vote	Kristin Dietz	5
O. Approval of Independent Contractor for Interim Chief Financial Officer	Vote	Caprice Young	5
III. Action Items			

A. Revised 16-17 budget for all MPS, Rev. of Teacher Effectiveness Funds Expense Table, CMO Allocation	Vote	Kristin Dietz	15
B. Approval of 2016-17 First Interim Financial Reports for MSA 1-8, Santa Ana and San Diego	Vote	Kristin Dietz	5
C. Approval of Capital Plan Projects for 2017 for Magnolia Public Schools	Vote	Frank Gonzalez	5
D. Review and Approval of 2016 Financial Audit	Vote	Nanie Montijo	5
E. Magnolia Educational and Research Foundation: Intra Company Loan, Capital Improvement Projects	Vote	Frank Gonzalez	5
IV. Discussion Items			
A. Financial Update- September and October 2016	Discuss	Kristin Dietz	10
V. Closed Session Items			
A. Conference with Legal Counsel	Discuss	Alfredo Rubalcava	10
B. Public Performance Evaluation: Chief Executive Officer and Superintendent	Discuss	Umit Yapanel	10
VI. Closing Items			
A. Adjourn Meeting	Vote		

Cover Sheet

Approval of Revised Minutes of Regular Board Meeting- June 11, 2015

Section: II. Consent Items
Item: A. Approval of Revised Minutes of Regular Board Meeting- June
11, 2015
Purpose: Approve Minutes
Submitted by:
Related Material: 2015.06.11 Regular Board Meeting Minutes (Revised).pdf

BACKGROUND:

In red, 2016-17 should has to be changed to 2015-16



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

Magnolia Public Schools Regular Board Meeting

Minutes Magnolia Science Academy-6

13950 Milton Ave. Ste 200, Conference Room
Westminster, CA 92683

Thursday, June 11, 2015 at 6:00 p.m.

Magnolia Public Schools Board members:

Dr. Umit Yapanel, President
Mr. Saken Sherkhanov, Secretary- joined at 6:32 p.m.
Ms. Noel Russell-Unterburger, Treasurer- joined at 6: 42
Dr. Mustafa Kaynak
Dr. Remzi Oten
Mr. Nguyen Huynh

Magnolia Public Schools Board Members Absent:

Mrs. Diane Gonzalez

CEO and Superintendent:

Dr. Caprice Young

MEETING AGENDA

Open Session

1. **Call to Order:** Dr. Yapanel called the meeting to order at 6: 11 p.m.
2. **Roll Call :** Dr. Yapanel called roll, Ms. Gonzalez, Ms. Unterburger and Mr. Sherkhanov were not present in the beginning of the meeting. All other Board members were present at the beginning of the meeting.
3. **Flag Salute:** The flag salute was led by Ms. Crumpton.
4. **Approval of the Agenda:** Dr. Yapanel moved to remove the following items 14, 15, 18, 19 and approve the rest of the agenda as presented. The agenda was approved unanimously.
5. **Oral Communications:** Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.
6. **Public Comment:** There were no public comments.



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7. **Consent Agenda:** All matters listed under the consent agenda are considered by the Board to be routine and will be approved, enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.
- a. Approval of the minutes of the Regular Board Meeting held on May 17, 2015
 - b. Approval of El Dorado County Charter SELPA Local Plan Revision
 - c. Approval of NWEA Multi-year payments for MAP Testing Renewal
 - d. Approval of SDUSD Preliminary Services Agreement with MSA-San Diego

All matters under consent agenda were approved unanimously.

8. **Discussion/Action Item: Approval of Board On Track Membership**

Dr. Yapanel explained to the Board that this membership would help the Board be more effective with documentations and preparation. Board On Track is a website that will help the board keep track of board minutes, agendas and all supplemental documents for all board meetings and committee meetings in one central location. Dr. Yapanel informed the Board that the cost of the first year membership was going to be \$3,000.00 paid by MERF. Dr. Yapanel moved to approve the Board On Track Membership. Ms. Unterburger seconded. The motion was passed unanimously.

9. **Action Item: Approval of Salary Scale for CMO Staff and Principals**

Mr. Diaz explained the salary scale to Board members. He explained that if approved this salary scale would have a base of \$85,000 for principals. Mr. Diaz addressed all Board members' questions. Dr. Yapanel moved to approve the increase in Principal base salaries to \$85,000 the points scale will remain the same. The CEO was directed to return during the August Board meeting in closed session with recommendations in regards to the central staff salaries. Dr. Kaynak seconded. The motion was passed unanimously.

10. **Action Item: Approval of McGraw Hill Contract for Curriculum Material**

Ms. Crumpton explained what McGraw Hill would do and provide for Magnolia schools. She explained why the Curriculum Committee chose this company and the budget implications that it would have on Magnolia schools. Principals gave their feedback of the material being approved. Ms. Crumpton addressed all Board members' questions. Dr. Yapanel moved to approve the McGraw Hill Contract for Curriculum Material. Ms. Unterburger seconded. The motion was passed unanimously.

11. **Information/Discussion Item: 2015-16 Board Calendar, Including Committees, Retreats and Training**



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Dr. Yapanel moved to approve the 2015-16 Board Calendar, Including Committees, Retreats and training. Mr. Sherkanov seconded. The 2015-16 Board Calendar was approved unanimously.

12. Written Report Information Item: Academic Update

This was a written academic report provided to the Board. There was no further discussion.

13. Action Item: Review and Approval of Cost Allocation Tables

This item was discussed and approved along with item 16, Approval of **2016-17** MPS Budget.

14. Action Item: Approval of Resolution for Material Revision to the Charter of MSA- Santa Clara

This item was removed from the agenda.

15. Action Item: Approval of Ratification of 2014-15 contracts over \$3,000

This item was removed from the agenda.

The meeting went into temporary recess and reconvened on Friday June 19, 2015 at 6:00 p.m.

16. Action Item: Approval of **2016-17** MPS Budget

Mr. Diaz explained to the Board that he conducted a meeting with all school principals in which they went over the CMO fee calculations and schools budgets. He also explained that he received approvals from all principals approving their school's budget. Mr. Diaz explained the reasoning of the CMO fees and how amounts had been calculated for each school. He also went into detail with revenue numbers, net income, and the cost allocation table. Mr. Diaz addressed all Board members' question. Ms. Unterburger moved that the Board adopt the proposed 2015-16 Operating Budget totaling \$38.9 million in expenses and \$40.8 million in revenues, including maintenance of five percent reserve for all schools and the home office accounts. The board hereby delegates authority to the CEO to take the actions necessary to implement this annual plan including the hiring of personnel and contractors and the executions of contracts and vendor purchase orders according to our adopted policies. Ms. Unterburger also moved to not withstand the MPS normal policies and procedures, contracts and leases anticipated in this plan that exceed \$25,000 but are deemed urgent by the CEO in order to ensure the timely, effective and safe start if the school year may be executed with the approvals of either the board president or the board treasurer in writing until the end of August 2015. An



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information report detailing the content and amounts of these start-of-school contracts must be presented to the board at the September meeting. Dr. Yapanel seconded. The motion was passed unanimously.

17. Information Item: End of Year Principal Presentations

All principals present during the meeting gave the Board a presentation about their individual schools. Presentations included schools success stories and improvements amongst other information. Principals addressed all Board members' questions.

18. Discussion Item: Report on Self Audit on HR and Immigration Files

This item was removed from the agenda.

19. Information Item: Report on FCMAT's Scope of Work

This item was removed from the agenda.

20. Public Announcement of Reasons for Closed Session

Dr. Yapanel informed the public that the Board would go into Closed Session to discuss items regarding Magnolia Science Academy-1.

Closed Session

21. Facilities Items

Magnolia Science Academy Santa Clara

Property: 1161 N Fair Oaks Ave., Sunnyvale, CA 94089

Agency negotiator: Frank Gonzalez

Negotiating parties: Anthony Varni, Varni LLC

Under negotiation: Price and terms of payment

Magnolia Science Academy 1

Property: 18220 Sherman Way, Reseda, CA 91335

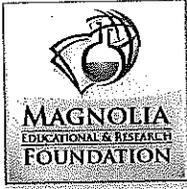
Agency negotiator: Frank Gonzalez, Chief Growth Officer

Negotiating parties: Hank Dayani, Luxor Properties

Under negotiation: Price and terms of payment

Open Session

22. Announcement of Action (s) Taken in Closed Session and the Vote of Every Member in Closed Session



MAGNOLIA PUBLIC SCHOOLS

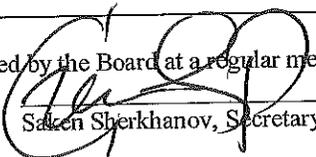
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Items in closed session were informational and no actions were taken. The Board Authorized the CEO to enter lease agreement for the acquisitions of the building adjacent to MSA-1. The motion was passed unanimously.

- 23. Adjournment of Meeting:** The agenda was recessed temporarily and reconvened on Friday at 6:00 pm. The meeting was adjourned on Friday, June 19 at 8:00 p.m.

These minutes have been adopted by the Board at a regular meeting of the Facility Board Committee held on July 9, 2015.


Saken Sherkhanov, Secretary

Date: 9/10/15

Cover Sheet

Approve Minutes of Special Board Meeting- October 10, 2016

Section: II. Consent Items
Item: B. Approve Minutes of Special Board Meeting- October 10, 2016
Purpose: Approve Minutes
Submitted by:



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Monday October 10, 2016 at 6:00 PM

Location

Teleconference Dial: 1.844.572.5683 Code:1948435

AGENDA

Special Meeting of the MPS Board of Directors

MPS Board Members:

Ms. Noel Russell- Unterburger, President

Dr. Umit Yapanel, Secretary

Mr. Serdar Orazov, Treasurer

Ms. Diane Gonzalez

Dr. Saken Sherkhanov

Dr. Salih Dikbas

Dr. Ali Korkmaz

Dr. Remzi Oten

Mr. Nguyen Huynh

CEO & Superintendent:

Dr. Caprice Young

Directors Present

A. Korkmaz, N. Huynh, S. Orazov, S. Sherkhanov, U. Yapanel

Directors Absent

D. Gonzalez, N. Russell-Unterburger, R. Oten, S. Dikbas

I. Opening Items

A. Record Attendance and Guests

Refer to information above for attendance.

B. Call the Meeting to Order

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Monday Oct 10, 2016 @ 6:14 PM at Teleconference Dial: 1.844.572.5683 Code:1948435.

C. Approval of the Agenda

U. Yapanel made a motion to approve the agenda as presented.
S. Sherkhanov seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Public Comment

There were no public comments.

E. Oral Communications

There were no oral communications.

II. Action Item

A. Approval of 2016-17 Intra Company Loans

O. Diaz, Chief Financial Officer, presented the Magnolia Science Academy Santa Ana (MSA SA) loan item to the Board and informed the Board that this item had been presented and discussed at length with the Magnolia Public Schools (MPS) Finance Committee, whom recommended the approval of the loan as presented. O. Diaz explained that MSA SA is receiving funds based on 2015-16 Apportionment 2 (P2) enrollment, which was a much smaller number than the current enrollment at the new site. C. Young, Chief Executive Officer explained that the loan being presented is a cash flow loan and would be repaid when the school received the adjusted funds. The fund adjustments based on current Average Daily Attendance (ADA) is expected to be received in 2017. With an enrollment increase in 2017-18. Board and Finance Committee member, S. Orazov, reported out on the discussion the Finance Committee had on this item and explained that the recommendation the committee had given on the loan presented. All questions were addressed by the MPS staff. S. Orazov made a motion to approve the cash management intra-company loans for operational expenses totaling \$1,150,000.00. U. Yapanel seconded the motion. The board **VOTED** unanimously to approve the motion.

Roll Call

S. Orazov	Aye
U. Yapanel	Aye
N. Russell-Unterburger	Absent
D. Gonzalez	Absent
S. Sherkhanov	Aye
R. Oten	Absent
A. Korkmaz	Aye
S. Dikbas	Absent
N. Huynh	Aye

III. Closed Session

A. Public Performance Evaluation: Chief Executive Officer and Superintendent

The Board did not take any actions in Closed Session, there was nothing to report on the CEO and Superintendent Evaluation.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:15 PM.

Respectfully Submitted,
U. Yapanel

Cover Sheet

Approve Minutes of Regular Board Meeting- October 13, 2016

Section: II. Consent Items
Item: C. Approve Minutes of Regular Board Meeting- October 13, 2016
Purpose: Approve Minutes
Submitted by:

APPROVED



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Thursday October 13, 2016 at 6:00 PM

Location

MSA 6 3754 Dunn Drive Los Angeles, CA 90034

AGENDA

Regular Meeting of the MPS Board of Directors

MPS Board Members:

Dr. Umit Yapanel, President
Ms. Noel Russell- Unterburger, Treasurer
Dr. Saken Sherkhanov, Secretary
Dr. Salih Dikbas
Dr. Ali Korkmaz
Dr. Remzi Oten
Mr. Serdar Orazov
Ms. Diane Gonzalez
Mr. Nguyen Huynh

CEO & Superintendent:

Dr. Caprice Young

Notice of Closed Session Agenda Items

Due to space limitations on the following pages of the agenda, notice of closed session agenda items is provided here.

- V. A. Conference with Legal Counsel—Anticipated Litigation
Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: one case
 - V.B. Update on Audits and Litigations
 - V.C. Public Performance Evaluation: Chief Executive Officer and Superintendent
-

Board Members Present

A. Korkmaz, D. Gonzalez (remote), N. Huynh, N. Russell-Unterburger, S. Dikbas (remote), S. Orazov, S. Sherkhanov (remote), U. Yapanel (remote)

Board Members Absent

R. Oten

I. Opening Items

A. Record Attendance and Guests

N. Huynh joined at 6:56 pm and participated in all action items. S. Orazov joined in person at 6:39 pm, he participated in all action items and discussion items.

B. Call the Meeting to Order

N. Russell-Unterburger called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Oct 13, 2016 @ 6:17 PM at MSA 6 3754 Dunn Drive Los Angeles, CA 90034.

C. Flag Salute

The Flag was lead by Chief Operations Officer, K. Hourigan.

D. Approval of the Agenda

S. Sherkhanov made a motion to approve the agenda with the correction of board officers. Current board officers are as follows; N. Unterburger is Board President, U. Yapanel is Board Secretary, S. Orazov is Board Treasurer. The discussion and action of the CEO Contract Renewal was postponed for the next Board meeting. Item V.B Update on Audits and Litigations was removed from the agenda.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Public Comment

There were no public comments.

F. Oral Communications

There were no oral communications.

II. Consent Agenda

A. Approve Minutes of Regular Board Meeting- September 8, 2016

S. Sherkhanov made a motion to approve minutes from the Board Meeting on 09-08-16.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Approve Minutes of Special Board Meeting- September 8, 2016

S. Sherkhanov made a motion to approve minutes from the Board Meeting on 09-08-16.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Approve Minutes of Special Board Meeting- September 11, 2016

S. Sherkhanov made a motion to approve minutes from the Board Meeting on 09-11-16.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Approve Minutes of Special Board Meeting- September 22, 2016

S. Sherkhanov made a motion to approve minutes from the Board Meeting on 09-22-16.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Approval of MSA San Diego License Agreement for the DeAnza Site

S. Sherkhanov made a motion to authorize the Chief Executive Officer or a designee to complete negotiations on the Use Agreement with the San Diego Unified School District and execute the lease agreement.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- U. Yapanel Aye
- S. Sherkhanov Aye
- D. Gonzalez Aye
- S. Orazov Aye
- N. Huynh Aye
- A. Korkmaz Aye
- N. Russell-Unterburger Aye
- R. Oten Absent
- S. Dikbas Aye

Item was approved under consent agenda.

F. Approval to Return iPads to LAUSD from MSA 4

S. Sherkhanov made a motion to approve the return of iPads to LAUSD from Magnolia Science Academy-4.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- S. Orazov Aye
- N. Huynh Aye
- N. Russell-Unterburger Aye
- A. Korkmaz Aye
- S. Dikbas Aye
- U. Yapanel Aye
- S. Sherkhanov Aye
- D. Gonzalez Aye
- R. Oten Absent

The item was approved in consent agenda.

G. Approval of Contract of Additional Substitute Company; SubREADY

S. Sherkhanov made a motion to approve SubReady as a vendor to provide substitute teacher provision services for all Magnolia Public Schools.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- N. Russell-Unterburger Aye

S. Orazov	Aye
U. Yapanel	Aye
S. Sherkhanov	Aye
N. Huynh	Aye
R. Oten	Absent
D. Gonzalez	Aye
S. Dikbas	Aye
A. Korkmaz	Aye

This item was approved under consent agenda.

H. Approval of Vendor for School Sites; Edge Foundation

S. Sherkhanov made a motion to approve Edge Foundation as an approved vendor for all Magnolia Public Schools.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

R. Oten	Absent
S. Dikbas	Aye
U. Yapanel	Aye
A. Korkmaz	Aye
D. Gonzalez	Aye
S. Sherkhanov	Aye
N. Russell-Unterburger	Aye
S. Orazov	Aye
N. Huynh	Aye

This item was approved under consent agenda.

I. Approval of Revised Education Protection Act (EPA) Resolution

S. Sherkhanov made a motion to approve Education Protection Account Expenses as presented.

N. Russell-Unterburger seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez	Aye
U. Yapanel	Aye
A. Korkmaz	Aye
N. Russell-Unterburger	Aye
R. Oten	Absent
S. Sherkhanov	Aye
N. Huynh	Aye
S. Orazov	Aye
S. Dikbas	Aye

This item was approved under consent agenda.

III. Discussion/Written Items

A. Enrollment Update

K. Hourigan, Chief Operations Officer, went over the enrollment numbers that were based on census dates. C. Young, Chief Executive Officer, went over the percentage of students that fell under the following categories; free and reduced lunch, homeless, and special education. She explained the processes that are currently in place that guarantee that students are receiving the services needed. Staff from MSA SD and MSA 2 explained the reasoning behind the enrollment number decrease at their schools and the actions that were going to be taken to address this drop. Board members asked if MPS was over or

underestimating enrollment numbers. A. Rubalcava, Chief External Officer, explained how the projected enrollment numbers are estimated and how home office staff takes part in those numbers. All questions were addressed.

B. Academic Update

K. Jackson, Chief Academic Officer, explained how the data presented shows what percentage of our students are college ready. She explained how the Academic Team connects with school staff through weekly newsletters. She explained that the academic report being presented to the Board was previously presented to the Academic Committee at an early committee meeting of the same. The Academic Committee members reported out to the board what was discussed at the committee meeting and what their suggestions are for the academic team. All questions were addressed.

C. Financial Update- August 2016

Chief Financial Officer, O. Diaz, explained that financials were presented to the Finance Committee before it was presented to the full Board. He went over the changes that took place between the August and the September financials. He went over the trainings that have taken place to insure that there is full compliance of policies and procedures and he explained how MPS has worked with Edtec to improve financial processes. Aubrey, Client Manager and Peter from Edtec, gave an update on the elimination of debit cards. She explained the next steps to be worked on to improve the AP items, Emergency Check Requests have decreased, MERF will be the only place where invoices will be receive to stream line the process. She went over MSA SC loss and how the loans will be transferred and handled, Paid Time Out costs. Intra company loans- no new loans, the loan that was already approved. Three schools are expecting net losses but this will change after the November board meeting. It is an accounting deficit but not the cash flow deficit. CY explained the accounting adjustments. There will be no cash deficit at the end of the year but it will show that we used reserve money to pay. N. Unterburger, Board and Finance Committee member, explained what the Finance Committee requested of the finance department and explained that the financials were discussed at length during the committee. N. Unterburger explained the improvements that have taken place such as with the change in 12 year contracts for staff.

D. Human Resource Update

T. Boatman, Chief of Human Resources, explained this item was not reviewed by the Personnel Committee. She explained the recruiting processes for talent acquisition and talent pipe line. She explained the openings. Creation of total compensation reports, it is not only about salary but also retirement and health benefits. T. Boatman will break down the data by schools. She went over the retention data, involuntary turn over in a competitive market. We can run these reports in the system. Board wants to see the data by subject. Will present the data to the personnel committee. Committee wants data by dept, how many hires by subject. T. Boatman will run a sample report and send it to the personal committee. PTO - paid time out. Evaluation process. K Jackson and D. Yilmaz explained the evaluation process for star including teachers surveys. This evaluations is used for feedback and improvement not only evaluations. D. Yilmaz explained what are the upcoming tasks and how they will be implemented. Get evaluation ready before the budget is discussed. Teach boost was explained. G. Serce provided feedback from evaluations process, how it is used and how it was worked so far. J. Hernandez, provided feedback on self reflection. L. Ross, provided feedback on the coaching piece.

E. Ratliff Transparency Compliance Resolution

A. Rubalcava explained why Ratliff made this resolution. He explained why it would be difficult to implement the resolution. We would have to translate LCAPs. Cost implementations with sending hard copies to parents and translations fees. He addressed all board member questions.

F. MSA-1, MSA-2, MSA-3 Charter Renewal Update

A. Rubalcava, explained what we have been doing in terms of communication. LAUSD recommendation of non renewal. how we have communicate with our staff and parents. What are the next steps. A. Rubalcava explained why Ratliff made this resolution. He explained why it would be difficult to implement the resolution. We would have to translate LCAPs. Cost implementations with sending hard copies to parents and translations fees. He addressed all board member questions.

IV. Action Items

A. Approval of CEO Contract Renewal

The CEO Evaluation and Contract was postponed until the next meeting of the Board.

V. Closed Session

A. Conference with Legal Council: one case

The Board went into Closed Session to discuss the anticipated litigation, no actions were taken.

B. Update on Audits and Investigations

This item was removed from the agenda.

C. Public Performance Evaluation: Chief Executive Officer and Superintendent

The Board went into Closed Session to Discuss the CEO Evaluation, no actions were taken.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:15 PM.

Respectfully Submitted,
N. Russell-Unterburger

Cover Sheet

Approve Minutes of Special Board Meeting- October 19, 2016

Section: II. Consent Items
Item: D. Approve Minutes of Special Board Meeting- October 19, 2016
Purpose: Approve Minutes
Submitted by:

APPROVED



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Wednesday October 19, 2016 at 7:30 AM

Location

Teleconference Dial: 1.844.572.5683 Code:1948435

AGENDA

Special Meeting of the MPS Board of Directors

MPS Board Members:

Ms. Noel Russell- Unterburger, President
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Saken Sherkhanov
Dr. Salih Dikbas
Dr. Ali Korkmaz
Dr. Remzi Oten
Ms. Diane Gonzalez
Mr. Nguyen Huynh

CEO & Superintendent:

Dr. Caprice Young

Board Members Present

D. Gonzalez (remote), N. Huynh (remote), N. Russell-Unterburger (remote), S. Orazov (remote), S. Sherkhanov (remote)

Board Members Absent

A. Korkmaz, R. Oten, S. Dikbas, U. Yapanel

I. Opening Items

A. Record Attendance and Guests

Refer to attendance information above.

B. Call the Meeting to Order

N. Russell-Unterburger called a meeting of the board of directors of Magnolia Public Schools to order on Wednesday Oct 19, 2016 @ 7:41 AM at Teleconference Dial: 1.844.572.5683 Code:1948435.

C. Public Comments

There were no public comments.

D. Approval the Agenda

N. Russell-Unterburger made a motion to approve the agenda as presented.
S. Sherkhanov seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Action Item

A. Resolution to Authorize the Filing of Magnolia Science Academies 1, 2, and 3 Charter Petition Appeal

C. Young, Chief Executive Officer, informed the MPS Board that the Los Angeles Unified School District (LAUSD) Board voted not to renewal Magnolia Science Academies 1, 2, and 3. She explained the concerns LAUSD had and how MPS staff will address those concerns before applying for renewal to the county. All questions were addressed.

N. Russell-Unterburger made a motion to authorize MPS staff to file the charter renewal petition appeal of Magnolia Science Academies 1,2,3 to the Los Angeles County of Education (LACOE), with no material changes other than those required by in LACOE's memorandum of understanding (MOU).

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Huynh	Aye
S. Sherkhanov	Aye
A. Korkmaz	Absent
S. Orazov	Aye
D. Gonzalez	Aye
N. Russell-Unterburger	Aye
S. Dikbas	Absent
R. Oten	Absent

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:50 AM.

Respectfully Submitted,
N. Russell-Unterburger

Cover Sheet

Approve Minutes of Special Board Meeting- October 26, 2016

Section: II. Consent Items
Item: E. Approve Minutes of Special Board Meeting- October 26, 2016
Purpose: Approve Minutes
Submitted by:

APPROVED



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Wednesday October 26, 2016 at 7:30 AM

Location

Teleconference Dial: 1.844.572.5683 Code: 1948435

AGENDA

Special Meeting of the MPS Board of Directors

MPS Board Members:

Ms. Noel Russell- Unterburger, President

Dr. Umit Yapanel, Secretary

Mr. Serdar Orazov, Treasurer

Dr. Saken Sherkhanov

Dr. Salih Dikbas

Dr. Ali Korkmaz

Dr. Remzi Oten

Ms. Diane Gonzalez

Mr. Nguyen Huynh

CEO & Superintendent:

Dr. Caprice Young

Board Members Present

A. Korkmaz (remote), D. Gonzalez (remote), N. Huynh (remote), N. Russell-Unterburger (remote), R. Oten (remote), S. Orazov (remote)

Board Members Absent

S. Dikbas, S. Sherkhanov, U. Yapanel

I. Opening Items

A. Record Attendance and Guests

Refer to attendance information above.

B. Call the Meeting to Order

N. Russell-Unterburger called a meeting of the board of directors of Magnolia Public Schools to order on Wednesday Oct 26, 2016 @ 7:33 AM at Teleconference Dial: 1.844.572.5683 Code: 1948435.

C. Public Comments

There were no public comments.

D. Approval the Agenda

N. Russell-Unterburger made a motion to approve the agenda as presented.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Action Item

A. Updated Magnolia Public Schools Bylaws

C. Young, Chief Executive Officer and K. Hourigan, Chief Operations Officer informed the Board of the change made to the current Magnolia Public Schools (MPS) Bylaws, which included the edition of staggered terms for MPS Board of Directors. C. Young explained that MPS Board members are currently serving staggered terms, this was a requirement under the Los Angeles Unified School District (LAUSD) Settlement Agreement with MPS effective September 2015. All questions were addressed.

N. Russell-Unterburger made a motion to approve the updated Magnolia Public Schools Bylaws as presented by staff.

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

R. Oten	Aye
D. Gonzalez	Aye
N. Russell-Unterburger	Aye
S. Sherkanov	Absent
S. Orazov	Aye
U. Yapanel	Absent
S. Dikbas	Absent
N. Huynh	Aye
A. Korkmaz	Aye

B. Overview of the Process Considering a Charter Petition Received on Appeal; LA County of Education

C. Young, Chief Executive Officer and K. Hourigan, Chief Operations Officer explained the details of the memorandum of understanding (MOU) for LACOE and the regulatory changes that have been made to the petition that was originally submitted to LAUSD in order to.

N. Russell-Unterburger made a motion to approve the alignment of Magnolia Science Academies 1,2, and 3 charter petitions with the Los Angeles County of Education's memorandum of understanding (MOU) and direct MPS staff to bring back to the Board any material revisions. .

N. Huynh seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez	Aye
S. Dikbas	Absent
R. Oten	Aye
S. Orazov	Aye
U. Yapanel	Absent
N. Russell-Unterburger	Aye
N. Huynh	Aye
A. Korkmaz	Aye
S. Sherkhanov	Absent

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:55 AM.

Respectfully Submitted,
N. Russell-Unterburger

Cover Sheet

Approve Minutes of Special Board Meeting- October 30, 2016

Section: II. Consent Items
Item: F. Approve Minutes of Special Board Meeting- October 30, 2016
Purpose: Approve Minutes
Submitted by:



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Sunday October 30, 2016 at 9:00 AM

Location

MPS Home Office: 250 E. 1st St Ste. 1500 Los Angeles, CA 90012

AGENDA

Regular Meeting of the MPS Board of Directors

MPS Board Members:

Ms. Noel Russell- Unterburger, President

Dr. Umit Yapanel, Secretary

Mr. Serdar Orazov, Treasurer

Dr. Saken Sherkhanov

Dr. Salih Dikbas

Dr. Ali Korkmaz

Dr. Remzi Oten

Ms. Diane Gonzalez

Mr. Nguyen Huynh

CEO & Superintendent:

Dr. Caprice Young

Directors Present

D. Gonzalez (remote), N. Huynh, S. Dikbas, S. Orazov, S. Sherkhanov, U. Yapanel

Directors Absent

A. Korkmaz, N. Russell-Unterburger, R. Oten

I. Opening Items

A. Record Attendance and Guests

Refer to attendance information above. All board members who participated joined in person. D. Gonzalez joined remotely for the first 30 mins of the meeting, she did not participate in the rest of the meeting.

B. Call the Meeting to Order

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Sunday Oct 30, 2016 @ 9:35 AM at MPS Home Office: 250 E. 1st St Ste. 1500 Los Angeles, CA 90012.

C. Public Comments

There were no public comments.

D. Approval of the Agenda

U. Yapanel made a motion to approve the agenda as presented.

S. Sherkhanov seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Discussion Item

A. MPS Board Retreat (Board Retreat Agenda Available by Request)

The Board discussed multiple items that are stated in detail in the Board Retreat agenda. Please refer to the Board Retreat agenda for more information. No actions were taken.

III. Closed Session

A. Public Performance Evaluation: Chief Executive Officer and Superintendent

The Board went into Closed Session to discuss the CEO and Superintendent evaluation. There were no actions taken.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:15 PM.

Respectfully Submitted,

U. Yapanel

Cover Sheet

Approve Minutes of Special Board Meeting- November 3, 2016

Section: II. Consent Items
Item: G. Approve Minutes of Special Board Meeting- November 3, 2016
Purpose: Approve Minutes
Submitted by:

APPROVED



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Thursday November 3, 2016 at 6:00 PM

Location

Teleconference Dial: 1.844.572.5683 Code: 1948435

AGENDA

Special Meeting of the MPS Board of Directors

MPS Board Members:

Ms. Noel Russell- Unterburger, President
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Saken Sherkhonov
Dr. Salih Dikbas
Dr. Ali Korkmaz
Dr. Remzi Oten
Ms. Diane Gonzalez
Mr. Nguyen Huynh

CEO & Superintendent:

Dr. Caprice Young

Board Members Present

A. Korkmaz (remote), D. Gonzalez (remote), N. Huynh (remote), N. Russell-Unterburger (remote), S. Orazov (remote), S. Sherkhonov (remote), U. Yapanel (remote)

Board Members Absent

R. Oten, S. Dikbas

I. Opening Items

A. Record Attendance and Guests

Please refer to attendance information above for Board member participation information.

B. Call the Meeting to Order

N. Russell-Unterburger called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Nov 3, 2016 @ 6:03 PM at Teleconference Dial: 1.844.572.5683 Code: 1948435.

C. Public Comments

There were no public comments.

D. Approval of the Agenda

N. Russell-Unterburger made a motion to approve the agenda as presented.
S. Sherkhonov seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Action Item

A. Ratification of Magnolia Science Academies 1, 2, and 3 Charter Petition Appeal to LA County of Ed.

N. Russell-Unterburger made a motion to approve the ratification of Magnolia Science Academies 1,2, and 3 Charter Petition Appeal to Los Angeles County of Education.

S. Orazov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Russell-Unterburger	Aye
S. Sherkhonov	Aye
U. Yapanel	Aye
D. Gonzalez	Aye
S. Orazov	Aye
R. Oten	Absent
A. Korkmaz	Aye
N. Huynh	Aye
S. Dikbas	Absent

B. (Ratify) Overview of the Process Considering a Charter Petition Received on Appeal; LA County of Edu

N. Russell-Unterburger made a motion to approve the ratified overview of the process considering a charter petition received on appeal by Los Angeles County of Education.

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel	Aye
S. Dikbas	Absent
N. Huynh	Aye
S. Sherkhonov	Aye
S. Orazov	Aye
D. Gonzalez	Aye
N. Russell-Unterburger	Aye
A. Korkmaz	Aye
R. Oten	Absent

C. (Ratify) Updated Magnolia Public Schools Bylaws

N. Russell-Unterburger made a motion to approve the ratification of the updated Magnolia Public Schools Bylaws.

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sherkhanov	Aye
N. Russell-Unterburger	Aye
D. Gonzalez	Aye
A. Korkmaz	Aye
N. Huynh	Aye
R. Oten	Absent
S. Orazov	Aye
S. Dikbas	Absent
U. Yapanel	Aye

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:12 PM.

Respectfully Submitted,
N. Russell-Unterburger

Cover Sheet

Chromebook Purchase for Magnolia Science Academy- Santa Ana (MSA SA)

Section: II. Consent Items
Item: H. Chromebook Purchase for Magnolia Science Academy- Santa
Ana (MSA SA)
Purpose: Vote
Submitted by:
Related Material: II H MSA SA Chromebook Purchase.pdf



Board Agenda Item #	Agenda #H – Action Item
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Erdinc Acar, Regional Director
RE:	Chromebook Purchase for Magnolia Science Academy – Santa Ana

Proposed Board Recommendation

I move that the board approve the Chromebook Purchase for Magnolia Science Academy – Santa Ana (MSA-SA) as detailed in the attached quote.

Background

MSA-SA's May approved budget projects 530 students. Current budget assumes 630 students. To maintain one-on-one device to student ratio, additional Chromebooks, carts and licenses are needed. Total of 120 chromebooks, 167 licences and 5 carts will be purchased. Additional licenses and carts will be used for the Chromebooks received from the MSA-SC school. Chromebooks are utilized in the regular classrooms and in intervention programs to support blended learning using our digital curriculum and resources.

The purchases are properly assumed in the updated budget. The expense is over CEO limits of approval and therefore granting Board approval.

PCMG is a board approved vendor for all MPS schools.

Budget Implications

Total cost of purchases is \$32,192.76. The purchases are properly assumed in the current updated budget of MSA-SA

How Does This Action Relate/Affect/Benefit All MSAs?

Blended learning programs are integral part of all MPS schools. Successful practices are being disseminated among all MSAs through home office professional development and support.

Name of Staff Originator:

Erdinc Acar, Regional Director

Attachments

Quotes from PCMG



Dear RASUL MONOSHEV,

Good news. The quote you requested is ready. Please log in to your Business Direct account to review it now.

Quote Details

Quote Number: 47931487645
 Quote Label: REVISED QUOTE FOR SANTA ANA
 Status: Pending Approval from Buyer
 Quote is valid until: 12/16/2016*
 Company Name: MAGNOLIA PUBLIC SCHOOLS
 Customer #: 138630470
 Requested by: RASUL MONOSHEV

Billing Address

MAGNOLIA PUBLIC SCHOOLS
 250 E. 1ST STREET SUITE 1500, ACCOUNTS PAYABLE,
 LOS ANGELES, CA 90012
 Phone Number: 213- 628-3634

Shipping Address

MSA SANTA ANA
 RASUL MONOSHEV
 2840 WEST 1st ST,
 SANTA ANA, CA 92703
 Phone Number: 213- 628-3634

Shipping Method

Overweight Ground

Product Description	PCMG Part #	Mfr Part #	Qty	Unit Price	Ext. Price
 Mfr: Lenovo N22 Chromebook 80SF - Celeron N3050 / 1.6 GHz - Chrome OS - 4 GB RAM - 16 GB eMMC - 11.6" 1366 x 768 (HD) - HD Graphics - Wi-Fi	13780719	80SF0001US	90	\$159.00	\$14,310.00
Comment to this item: No comment added					
 Mfr: Google Chrome Management Console, Education Perpetual	13400736	CROSSWDIS EDU	90	\$26.00	\$2,340.00
Comment to this item: No comment added					
Mfr: Anywhere Cart SLIM SECURE CHARGING CART 36 BAY 3 SHLV	13752038	AC-SLIM	5	\$1,260.99	\$6,304.95
Comment to this item: No comment added					
Comments:					
Todd Rankin: THANKS!					
				Group Subtotal:	\$22,954.95
				Estimated Sales Tax:	\$1,649.20
				CA State Fee:	\$270.00
				Shipping (Overweight Ground):	\$75.00
				Total:	\$24,949.15

* Promotional pricing is limited to the duration of the specific promotion, and is subject to change.

If you have any questions regarding your order, contact your Account Representative, **Todd Rankin** at **(800)625-5468 Ext 55007** or eMail at trankin@pcmallgov.com.

Thanks again for shopping at PCMG Business Direct.

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Dear RASUL MONOSHEV,

Good news. The quote you requested is ready. Please log in to your Business Direct account to review it now.

Quote Details

Quote Number: 47863684274
 Quote Label: REVISED QUOTE SANTA ANA 2
 Status: Pending Approval from Buyer
 Quote is valid until: 12/08/2016*
 Company Name: MAGNOLIA PUBLIC SCHOOLS
 Customer #: 138630470
 Requested by: RASUL MONOSHEV

Billing Address

MAGNOLIA PUBLIC SCHOOLS
 250 E. 1ST STREET SUITE 1500, ACCOUNTS PAYABLE,
 LOS ANGELES, CA 90012
 Phone Number: 213- 628-3634

Shipping Address

MSA SANTA ANA
 RASUL MONOSHEV
 2840 WEST 1st ST,
 SANTA ANA, CA 92703
 Phone Number: 213- 628-3634

Shipping Method

UPS Ground (3-7 days)

Product Description	PCMG Part #	Mfr Part #	Qty	Unit Price	Ext. Price
 Mfr: Lenovo N22 Chromebook 80SF - Celeron N3050 / 1.6 GHz - Chrome OS - 4 GB RAM - 16 GB eMMC - 11.6" 1366 x 768 (HD) - HD Graphics - Wi-Fi	13780719	80SF0001US	30	\$159.00	\$4,770.00
Comment to this item: No comment added					
 Mfr: Google Chrome Management Console, Education Perpetual	13400736	CROSSWDIS EDU	30	\$26.00	\$780.00
Comment to this item: No comment added					
Comments:					
Todd Rankin: THANKS!					
				Group Subtotal:	\$5,550.00
				Estimated Sales Tax:	\$381.61
				CA State Fee:	\$90.00
				Shipping (UPS Ground):	\$0.00
				Total:	\$6,021.61

* Promotional pricing is limited to the duration of the specific promotion, and is subject to change.

If you have any questions regarding your order, contact your Account Representative, **Todd Rankin** at (800)625-5468 Ext 55007 or eMail at trankin@pcmallgov.com.

Thanks again for shopping at PCMG Business Direct.

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Dear RASUL MONOSHEV,

Good news. The quote you requested is ready. Please log in to your Business Direct account to review it now.

Quote Details

Quote Number: 48044666102
 Quote Label: GOOGLE SANTA ANA X47
 Status: Pending Approval from Buyer
 Quote is valid until: 12/29/2016*
 Company Name: MAGNOLIA PUBLIC SCHOOLS
 Customer #: 138630470
 Requested by: RASUL MONOSHEV

Billing Address

MAGNOLIA PUBLIC SCHOOLS
 250 E. 1ST STREET SUITE 1500, ACCOUNTS PAYABLE,
 LOS ANGELES, CA 90012
 Phone Number: 213- 628-3634

Shipping Address

MSA SANTA ANA
 RASUL MONOSHEV
 2840 WEST 1st ST,
 SANTA ANA, CA 92703
 Phone Number: 213- 628-3634

Shipping Method

UPS Ground (3-7 days)

Product Description	PCMG Part #	Mfr Part #	Qty	Unit Price	Ext. Price
 Mfr: Google Chrome Management Console , Education Perpetual	13400736	CROSSWDIS EDU	47	\$26.00	\$1,222.00
Comment to this item: No comment added					
Comments:					
Todd Rankin: THANKS!					
				Group Subtotal: \$1,222.00	
				Estimated Sales Tax: \$0.00	
				Shipping (UPS Ground): \$0.00	
				Total: \$1,222.00	

* Promotional pricing is limited to the duration of the specific promotion, and is subject to change.

If you have any questions regarding your order, contact your Account Representative, **Todd Rankin** at (800)625-5468 Ext 55007 or eMail at trankin@pcmallgov.com.

Thanks again for shopping at PCMG Business Direct.

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Cover Sheet

Approval of 2017-18 School Safety Plans for all Magnolia Science Academies

Section: II. Consent Items
Item: I. Approval of 2017-18 School Safety Plans for all Magnolia
Science Academies
Purpose: Vote
Submitted by:
Related Material: II | 2017-18 School Safety Plans.pdf



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II I
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	Kelly Hourigan Chief Operations Officer
RE:	School Safety Plans for MSA 1-8, SA and SD

Proposed Board Recommendation

I move that the Board of Directors approve the School Safety Plans for all Magnolia Public Schools (MSA 1-8, Santa Ana and San Diego) for the 2017-2018 school year.

Background

All schools are required to annually update their School Safety Plan to assure safety on campus. The California Department of Education released a compliance checklist for a comprehensive school safety plan that is aligned with Education Code Sections 32280-32289. The Magnolia Public Schools Safety Plans met all of the criteria. The documents have been briefly updated to reflect the 2017-2018 school year as well as updates that were included in the Board approved Student – Parent Handbook. The safety plans are all very similar with the exception of the crime statistics, evacuation maps, reviewers and goals.

The School Safety Plan for MSA-San Diego will be brought back to the board when they relocate their facility however approval is needed currently to meet the required deadline.

Fiscal Impact

None at this time.

Attachments

MSA 1 School Safety Plan for 2017-2018
 MSA 2 School Safety Plan for 2017-2018
 MSA 3 School Safety Plan for 2017-2018
 MSA 4 School Safety Plan for 2017-2018
 MSA 5 School Safety Plan for 2017-2018
 MSA 6 School Safety Plan for 2017-2018
 MSA 7 School Safety Plan for 2017-2018
 MSA 8 School Safety Plan for 2017-2018
 MSA SA School Safety Plan for 2017-2018
 MSA SD School Safety Plan for 2017-2018

Comprehensive School Safety Plan

Magnolia Science Academy-1

LAUSD

Mustafa Sahin, Principal

18238 Sherman Way, Reseda 91335

818-609-0507

msahin@magnoliapublicschools.org

A meeting for public input was held on December 01, 2016 at Magnolia Science Academy 1

Reviewed by Law Enforcement on October 10/26/2016

Plan Adopted by School Site Council December 12/2016

Plan approved by Magnolia Public Schools Board December 08/2016

Committee members

Mustafa Sahin, Principal

Salvador Gonzalez, Designee

Monte Rompal and Lori Morley, Teacher representative

Miriam Quezada, Parent of attending student

Elizabeth Gutierrez, Classified employee

Rafael Ramirez, LAPD, Captain

Alejandro Quezada, Student

This document is available for public inspection on our school's website at
msa1.magnoliapublicschools.org

Public Inspection

This document is available for public inspection at Magnolia Science Academy-7 and on website at <http://msa7.magnoliapublicschools.org/>

School Site Mission

Mission and Vision

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

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

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

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to

support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

Employee Preparedness

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

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

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;

- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency situation.

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

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

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

Emergency On-Site Personnel

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

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e)	Sexual Harassment Policy	Page 43
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g)	Procedures for Safe Ingress and Egress from school	Page 53
h)	Procedures to Ensure a Safe and Orderly Environment	
	1) <i>The social climate</i> -people and programs (Component 1)	Page 54
	2) <i>The physical environment</i> -place (Component 2)	Page 57
i)	Rules and Procedures on School Discipline	Page 65
j)	Hate Crime Policies and Procedures	Page 72
k)	Bullying Prevention Policies and Procedures	Page 72
l)	Goals and Objectives	Page 73
m)	School Map	Page 73
n)	School Evacuation Map	Page 75
3.	Insurance Claim Form	Page 79

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 1. Vehicle break in
 2. Theft/Larceny
 3. Burglary
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendible/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration
3. We will continue to review data in the upcoming academic year to continually revise and identification appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Child Abuse Reporting Procedures

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services

800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER _____ TITLE _____		MANDATED REPORTER CATEGORY _____			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street _____ City _____ Zip _____			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME) () _____	SIGNATURE _____		TODAY'S DATE _____		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY _____			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS Street _____ City _____ Zip _____			
	DATE/TIME OF PHONE CALL _____		OFFICIAL CONTACTED - TITLE _____ TELEPHONE () _____			
C. VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE) _____		BIRTHDATE OR APPROX. AGE _____	SEX _____	ETHNICITY _____	
	ADDRESS Street _____ City _____ Zip _____			TELEPHONE () _____		
	PRESENT LOCATION OF VICTIM _____		SCHOOL _____	CLASS _____	GRADE _____	
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY) _____		PRIMARY LANGUAGE SPOKEN IN HOME _____	
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT OF HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____	
	RELATIONSHIP TO SUSPECT _____		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A		
D. INVOLVED PARTIES <small>VICTIMS PARENTS/GUARDIANS SUSPECT</small>	NAME _____ BIRTHDATE _____ SEX _____ ETHNICITY _____		NAME _____ BIRTHDATE _____ SEX _____ ETHNICITY _____			
	1. _____		3. _____		4. _____	
	2. _____					
	NAME (LAST, FIRST, MIDDLE) _____		BIRTHDATE OR APPROX. AGE _____	SEX _____	ETHNICITY _____	
	ADDRESS Street _____ City _____ Zip _____			HOME PHONE () _____	BUSINESS PHONE () _____	
	NAME (LAST, FIRST, MIDDLE) _____		BIRTHDATE OR APPROX. AGE _____	SEX _____	ETHNICITY _____	
	ADDRESS Street _____ City _____ Zip _____			HOME PHONE () _____	BUSINESS PHONE () _____	
	SUSPECT'S NAME (LAST, FIRST, MIDDLE) _____		BIRTHDATE OR APPROX. AGE _____	SEX _____	ETHNICITY _____	
	ADDRESS Street _____ City _____ Zip _____			TELEPHONE () _____		
	OTHER RELEVANT INFORMATION _____					
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER:					
	DATE / TIME OF INCIDENT _____		PLACE OF INCIDENT _____			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

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

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

Emergencies

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

Fire

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

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.

- Check attendance. Remain with students.

Medical Emergency

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

- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

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

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

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.

- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

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

If a serious assault occurs:

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

Hazardous Materials

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

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).

- Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
 - Remain inside building unless ordered to evacuate by the Fire Department.
 - Fire Department will advise of further actions to be taken.
 - Do not eat or drink anything or apply cosmetics.
 - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
 - The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

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

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

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

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.

- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

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

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

Person receiving call:

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

The School Principal, or his/her designee will:

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

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

Explosion

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

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

Fighting or Riot

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping

between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.

- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

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

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

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

- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.

- Keep everyone as calm as possible.
- Be prepared to answer questions from media or family.

Death of a Student

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

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

Intruder or Individual with Deadly Weapon/Active Shooter

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

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

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

- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

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

The School Principal or his/her designee should:

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

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

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

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

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

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

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

from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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

Fire Drills

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

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

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

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

- Announce new changes made after the incident has passed.

Annual Inspections

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

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal.

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

Parental Notification

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

Classroom Safety Kits

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

- Blankets
- Matches

- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

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

Suspension and Expulsion Policies

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

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

Individual awards/recognition

Classroom awards/recognition

Certificates

Displays

Positive contact with parent/guardian

Special activities (field trips, movie nights, picnics, etc.)

Publications

Assemblies

Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our school-wide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

GROUND FORS SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

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

Willfully used force of violence upon the person of another, except self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

Intentionally "hacked" or broken into a School or School affiliated computer system.

A pupil who aids or abets, as defined in Section 21 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except

that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

Uphold the suspension

Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUND FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

Brandishing a knife at another person. E.C. 48915(c)(2)

Unlawfully selling a controlled substance. E.C. 48915(c)(3)

Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);

Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).

Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

Unlawful possession of any controlled substance, except for the first offense of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).

Robbery or extortion. E.C. 48915(a)(4); 48900(e).

Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion if any of the following Category III offenses occur at any time, including but not limited to, while on school grounds; while on school grounds; while going to

or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.

Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)

First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)

Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

Possessed or used tobacco. E.C. 48900(h); 48915(e)

Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

Possessed an imitation firearm. E.C. 48900(m); 48915(e)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)

Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)

Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I

Must Recommend Expulsion (MANDATORY)

CATEGORY II

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])

Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])

Possessing, selling, or furnishing a firearm

E.C. 48915(c)(1); 48900(b)

Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

Brandishing a knife at another person

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil

E.C. 48915(a)(2); 48900(b)

Unlawfully selling a controlled substance

E.C. 48915(c)(3); 48900(c)

Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana

E.C. 48915(a)(3); 48900(c)

Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n])

E.C. 48915(c)(4); 48900(n)

Robbery or extortion

Possession of an explosive

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Assault or battery upon any school employee

E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.

Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious. [See II.1]**) E.C. 48900(a)(1)

First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)

Caused or attempted to cause damage to school or private property. E.C. 48900(f)

Stole or attempted to steal school or private property. E.C. 48900(g)

Possessed or used tobacco. E.C. 48900(h)

Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)

Knowingly received stolen school or private property. E.C. 48900(l)

Possessed an imitation firearm. E.C. 48900(m)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (****Grades 4 through 12 inclusive**)

Engaged in sexual harassment. E.C. 48900.2** (****Grades 4 through 12 inclusive**)

Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (****Grades 4 through 12 inclusive**)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7

Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)

Engaged in an act of bullying, in Powered by BoardOnTrack **Power**ed to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel E.C. 48900(r)

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (p) Sale of soma
 - (q) Hazing
 - (r) Bullying/cyberbullying
 - (t) Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence (gr 4-12)
- E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7** Terrorist threats against school officials or property
- E.C. 48915**
- (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion

E.C. 48915(c)(1) Possessing, selling, furnishing firearm

- (c)(2) Brandishing a knife at another person
- (c)(3) Selling a controlled substance
- (c)(4) Committing or attempting to commit sexual assault or battery
- (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

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

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

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

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation:

- Magnolia Public Schools - Board Meeting - Agenda - Thursday December 8, 2016 at 7:00 PM
- If the complainant files a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board

General Requirements:

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- **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- **Resolution:** The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

APPENDIX A
HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

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Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to

- **Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.**

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;

- Involving your supervisor if conflict arises with the student;

- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;

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- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code Prohibiting Gang-related Apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform due to extenuating circumstances, you need to obtain written permission from the school's administration

MPS STUDENT UNIFORM POLICY

Pants, shorts, skirts, skorts, or capris are acceptable.

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.

Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.

Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.

Pants may not be made from legging or jegging material.

Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.

The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.

Socks may not be worn over pants.

Rubber bands are not allowed on the bottom of pants or ankles.

No Jean style pants.

No Cargo pants/shorts.

Must have a built in pocket not a sewn on pocket.

Undergarments:

Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.

Undershirts must be short-sleeved if worn.

The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.

Under shirt may not hang out of sleeves.

Shoes:

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

Should be modest, appropriate for school, and not attract undue attention.

Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.

No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform. Facial, tongue, and body piercing are not allowed.

Bracelets: Must be tasteful and not attract undue attention.

Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.

Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.

Mascara and eyeliner should be minimal.

Lipstick should be a natural color.

Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.

Colors such as red, blue, purple, green, white, etc. are not permitted.

Hair must be neat, clean, and well kept.

If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.

Excessive "gel" of any kind is not acceptable, and should not be visible.

Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.

Combs may not be left in hair.

No shaving the head bald with a razor. Hair must be at least 1/2 inch on the top and 1/4 inch on the sides and back.

No Mohawks or Fohawks

For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

Smooth, straight edge, all black, all blue or all brown belts no wider than 1 1/2 inches with a plain, unadorned buckle (no mesh, rope, or all metal).

The buckle may only have one catch.

Belt must be of correct waist size, so that there is minimal excess length (less than five inches).

Any excess length of belt must be tucked through a belt loop and may not hang down.

TOP

White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.

Hoods may not be worn at school.

Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

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The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)

“Athletic” shoes for the dress code must be completely black, white or brown.

Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white

No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.

BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

JEWELRY AND ACCESSORIES/COSMETICS

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage.

- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.

- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

* * * If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.

* * * Each individual MPS campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate with the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are located in the front office.

***Please see school map at bottom of this Safety Plan**

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

Visitors should:

- Magnolia Public Schools - Board Meeting - Agenda - Thursday December 8, 2016 at 7:00 PM
1. Always report and sign in at the office.
 2. Be provided with a visitor's badge.
 3. Be prepared to provide identification to school personnel.
 4. Respect school rules.

School personnel should:

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

Visitors who fail to comply with school procedures:

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

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

The Social Climate-People and Programs (Component 1)

Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community in numerous ways:

- Parents are involved in the following ways at our current school site:

- Home
- Parent Task Force Meetings
- Parent Volunteer Opportunities/School-wide Events
- Open House/Family Nights
- Back to School Nights
- Parent-Teacher Conferences

- CoolSis Communication Logs
 - Parent Volunteer Opportunities
 - School wide Phone Call News Distribution
 - Email Newsletters
 - School Site Council
 - Public Meetings on School Policy Issues
 - Parent Trainings and Workshops
- The cultural richness of our school community is recognized and will be built upon in the following ways:
 - Partnerships with local nonprofit community organizations such as M.E.N.D, The Los Angeles Food Bank, and St. Jude Children’s Hospital
 - Partnership with Cal State Northridge’s Art Department
 - Partnership with Arts for All
 - We provide training so staff can meet the unique needs of the student body in the following ways:
 - Implement monthly staff-wide professional development on socio-emotional development issues
 - Provide training to staff on the CSUN Counseling and EDGE programs we have on site
 - Set high academic and behavior goals
 - Teachers and the leadership team will monitor student progress in ELA and Math as measured by in-class/benchmark assessments and technology-based adaptive standardized tests aligned to Common Core State Standards. (2017-18 school year)
 - School staff will continue to implement and improve upon our current Positive Behavioral Interventions and Supports (PBIS)
 - Improve curriculum and teaching practices
 - Teachers will provide CCSS aligned instruction using SDAIE and GLAD strategies. (2017-18 school year)
 - Include health and resiliency curriculum
 - During the 2017-2018 school year, MSA7 will continue to offer Character Education lessons and weekly Health classes to all students.
 - Students will continue to participate in CSUN Counseling and EDGE programs as needed.
 - Address multiple learning styles
 - The leadership team will place **appropriate intervention groups and teachers**

- Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2017-18 school year)
- ELA and Math Intervention Teachers will continue to provide small group intervention to targeted students.

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- Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2017-18 school year)
- Charter School will continue providing services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced student
- Promote caring, supportive relationships with students
 - Support the Socio-Emotional Learning of all students.
 - Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2017-18 school year)
 - Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
 - Continue employing an onsite school psychologist and counselors from California State University Northridge
 - Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2017-18 school year)
 - Charter School will schedule PD in areas, including but not limited to, Common Core ELA/ Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2017-18 school year)
- Provide opportunities for student to have meaningful participation in school and community service
 - Partnerships with local nonprofit community organizations such as M.E.N.D, The Los Angeles Food Bank, and St. Jude Children's Hospital
- Communicate clear discipline standards
 - Parent meetings, CoolSis online behavior support systems, parent calls, communication logs, posters in the hallway and classrooms all communicate clear discipline standards
- Communicate procedures to report and deal with threats
 - Trainings are provided to deal with threats on and off campus to staff and students in accordance with the above procedures stated in the Emergency section of the plan.

- **Train staff**
 - Staff will continue to be training on bullying prevention and tolerance, including through PD's at staff meetings as well as online trainings.
- Provide training for student and staff on dangers of drugs and alcohol

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- Staff will continue to receive trainings on dangers of drugs through staff online trainings and in PD's
- School will continue to include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. In addition, school will take all necessary steps to address mental health care of pupils who have witnessed a violent act at any time, related to school activity, in accordance with the addendum to EC 32281.1

The Physical Environment-Place (Component 2)

Our school creates a physical environment that communicates respect for learning and for individuals and safety in the following ways:

- MSA 7 maintains a clean environment through utilizing custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.
- MSA 7 involves itself in the community by participating in numerous community events throughout the school year.
- Make your campus secure from outside criminal activity
 - Our campus is a closed campus and entrance and exit gates are locked at all times
- Monitor and supervise all areas
 - Students are limited to certain areas during the morning, lunch and after school to limit students from loitering and to maximize supervision efforts.
 - Administrators supervise campus during lunch as well as before and after school.
 - Teachers and our Campus Aid help supervise students on campus throughout the day
- Provide a pleasant eating area and healthy food
 - Students receive healthy snacks and meals at the on-site cafeteria
 - Food choices include options such as salads, yogurt, milk and vegetables
- Maintain clean and safe restrooms
 - We have custodial staff who clean the restrooms daily with disinfectant and restock supplies including toilet paper and soap in each restroom prior to the beginning of the next day. Floors are mopped, and toilets as well as sinks are scrubbed.
- Provide adequate lighting in all areas

- Light in school area with large lights that help ensure safety

- Provide student with current textbooks and materials
 - Students receive textbooks for all classes that are aligned with the latest Common Core State Standards. In addition, online support resources are provided to supplement learning

- Maintain a variety of sports facilities and equipment
 - A large outdoor field is available on campus for students to play soccer, football, frisbee, and other outdoor sports. In addition, basketball and volleyball courts are located on paved adjacent courts. Further, two outdoor playground areas are available for students to play. These facilities are utilized, during recess, lunch and PE, and after school during ASES club time.
- Provide a well stocked library
 - Our campus library is stocked with books that cover a broad range of topics and AR reading levels. Students are able to use the library to pick books to reach which they may check out three days per week.
- Deal with vandalism before students return to school
 - Before students return to school, photo documentation is recorded to keep information and proof about the type of vandalism that occurs. When property damage is discovered, students and their families are contacted to discuss a plan to have responsible parties replace damaged goods. Also, community service restorative practices are established to provide an opportunity to resolve issue. Also, if graffiti occurs, gang task experts will be consulted to see if danger is an issue for students as well to see if a student who might be affiliated with gang will have the opportunity to receive support interventions.
- Inventory, Identify and store valuable property
 - Computer Lab is locked nightly. Also, the computers are numbered in the lab and classrooms to be able to keep an inventor. Teachers keep inventory of their valuable belongings at the beginning of the year in their classroom, as well as at the end of the year on a tracker that is sent to the Admin.
- Provide training for security personnel and staff
 - Training is provided to security and personnel staff during PD's where collaboration takes place. At the district symposium, break-off sessions related to position and responsibility occur.
- Engage students and the community in campus beautification projects
 - Students are invited to volunteer and beautify the school during lunch and after school as well as family days.

- Promote policy that weapons and drugs are not on campus

The Social Climate and the Physical Environment (Continued)

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

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its Life Skills and Character Education curriculum, students learning outcomes (SLOs), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.

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- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.

- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

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

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.

- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.

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- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.

5. **CoolSIS Point System:** we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.

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6. **Communication:** CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the **UC A-C Course Requirements** and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.

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- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our SLO's are also integrated and further reinforced in our Life Skills and Character Education programs. Each year, the Principal will join the other principals from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The Life Skills and Character Education Curriculum addresses the following issues/topics as part of the curriculum:

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

Life Skills and Character Education are an enriching programs that provide our students with valuable skills to excel academically and socially in the 21st century. The teachers lead the lessons, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this.

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Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

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Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.

- **Maintain order** in the hallways and common areas.
- **Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.**
- **Limit excessive noise such as yelling, screaming or banging lockers while in these areas.**
- **Help keep the school clean by picking up after yourself and putting your belongings in their proper place.**
- **Respect others personal space and keep your hands to yourself even in play.**
- **Have a pass to be in the above areas during class time.**

- **Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.**
- **Public displays of affection are prohibited.**
- **Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.**
- **Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.**
 - **Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.**
- **Have a hall pass if you are outside of the classroom during class time.**
- **Not visit with friends or interrupt another classroom.**
- **Not misuse the hall pass as it will result in loss of the hall pass privilege.**
- **Get a referral from your teacher before you go to the office. Do not use the hall pass.**

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher’s syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

- +5 Contact parent/guardian
- +10 Lunch speed pass
- +15 Treat
- +20 One day free dress (pass will be given)
- +25 Extended lunch period
- +30 Two day free dress (pass will be given)
- +35 VIP breakfast
- +40

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee

outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		<ul style="list-style-type: none"> • Frequent repeat of level 1 behavior 	<ul style="list-style-type: none"> • Frequent repeat of level 1 or 2 behavior
Verbal Misuse	<ul style="list-style-type: none"> o Hurtful words (stupid/shut up) o Divisiveness (clique/gossip) o Excessive talking at inappropriate time o Isolated incident of inappropriate language o Excessive inappropriate noises o Excessive tattling 	<ul style="list-style-type: none"> o Disrespectful of adults o Arguing with adults o Crying and yelling 	<ul style="list-style-type: none"> o Vulgar language o Ethnic, religious or hateful slurs
Physical/Contact	<ul style="list-style-type: none"> o Impulsive touching o Playful contact o Imitating others o Aggressive play in context of recess games 	<ul style="list-style-type: none"> o Pushing with intent o Hitting o Kicking o Pinching o Throwing objects randomly o Spitting (random) o Misuse of property 	<ul style="list-style-type: none"> o Violent outburst o Fighting o Throwing object with intent to injure o Spitting at a person o Biting o Self-inflicting wound
Defiance	<ul style="list-style-type: none"> o Rolling eyes o Situational refusal to follow directions o Posturing with body in an act of defiance 	<ul style="list-style-type: none"> o Refusing to follow directions on a regular basis o Passive-aggressive behavior 	<ul style="list-style-type: none"> o Refusing to leave/enter a room, move to a different seat o Walking/running out of the classroom or away from adult supervision
Gestures	<ul style="list-style-type: none"> o Poor manners 	<ul style="list-style-type: none"> o Giving the finger in isolated incident 	<ul style="list-style-type: none"> o Graffiti/vandalism o Opening/touching own private o Touching another student inappropriately o Gestures involving any sexual behavior
Impulsiveness	<ul style="list-style-type: none"> o Off task o Shouting out in class o Disruptive o Out of seat o Noise making 	<ul style="list-style-type: none"> o Outbursts o Lack of personal boundaries 	<ul style="list-style-type: none"> o Violent outbursts/tantrums o Explosive behavior o Running from designated area
Harassment	<ul style="list-style-type: none"> o Teasing o Repeating 3rd party information o Passive participation in hurtful acts/words against others 	<ul style="list-style-type: none"> o Bullying o Hurtful acts/words against others 	<ul style="list-style-type: none"> o Sexual harassment o Cyber bullying/harassment

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

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Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

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

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, and smokeless tobacco.

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Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

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

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

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

Any student who, by means of harassment, intimidation, or harassment, or by other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

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

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specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

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

Harassment can be defined as any act or omission that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences

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Goals and Objectives 2017-18

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

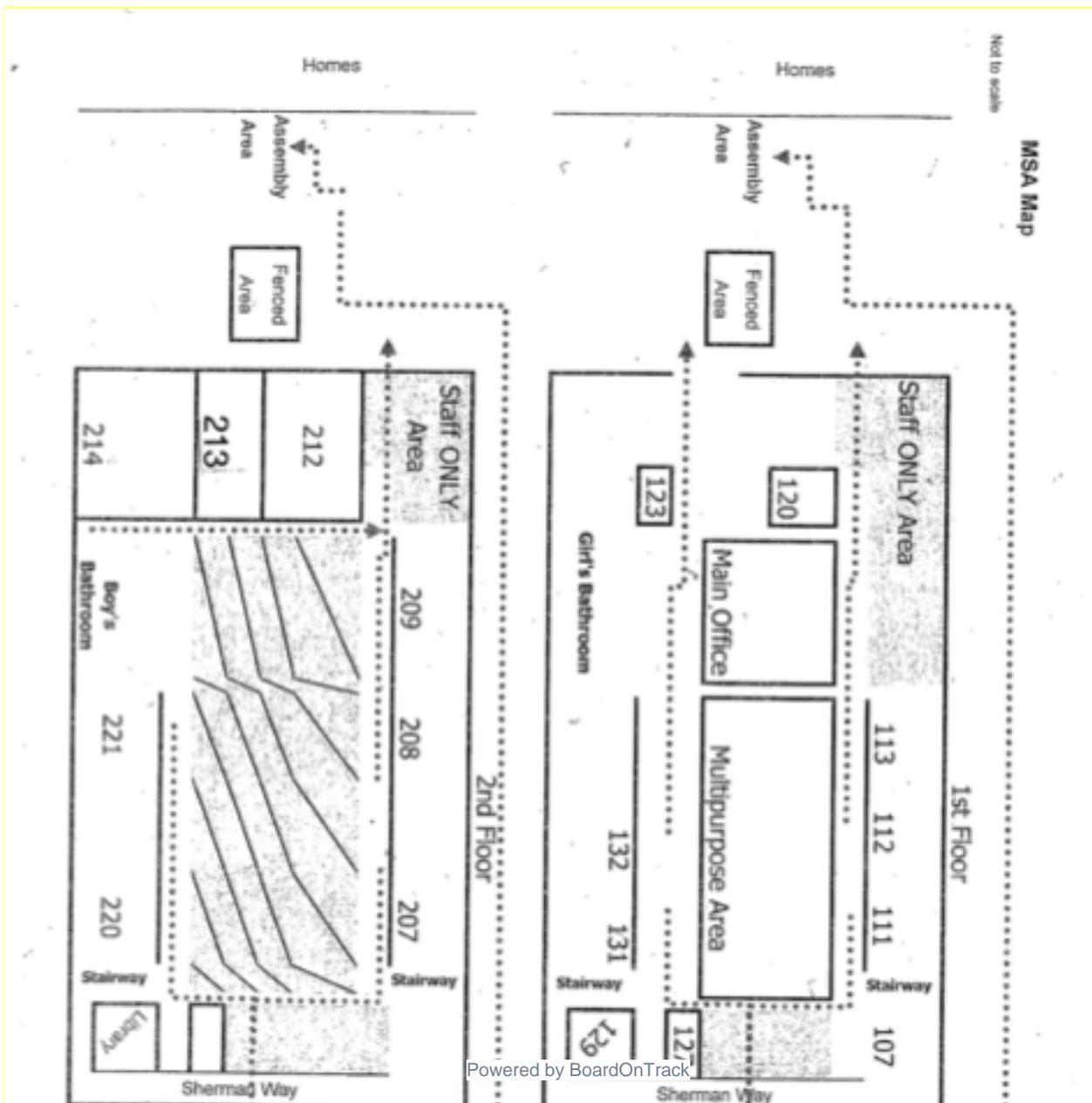
Component 1 - School Climate

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
 - Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2017
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2 - Physical Environment

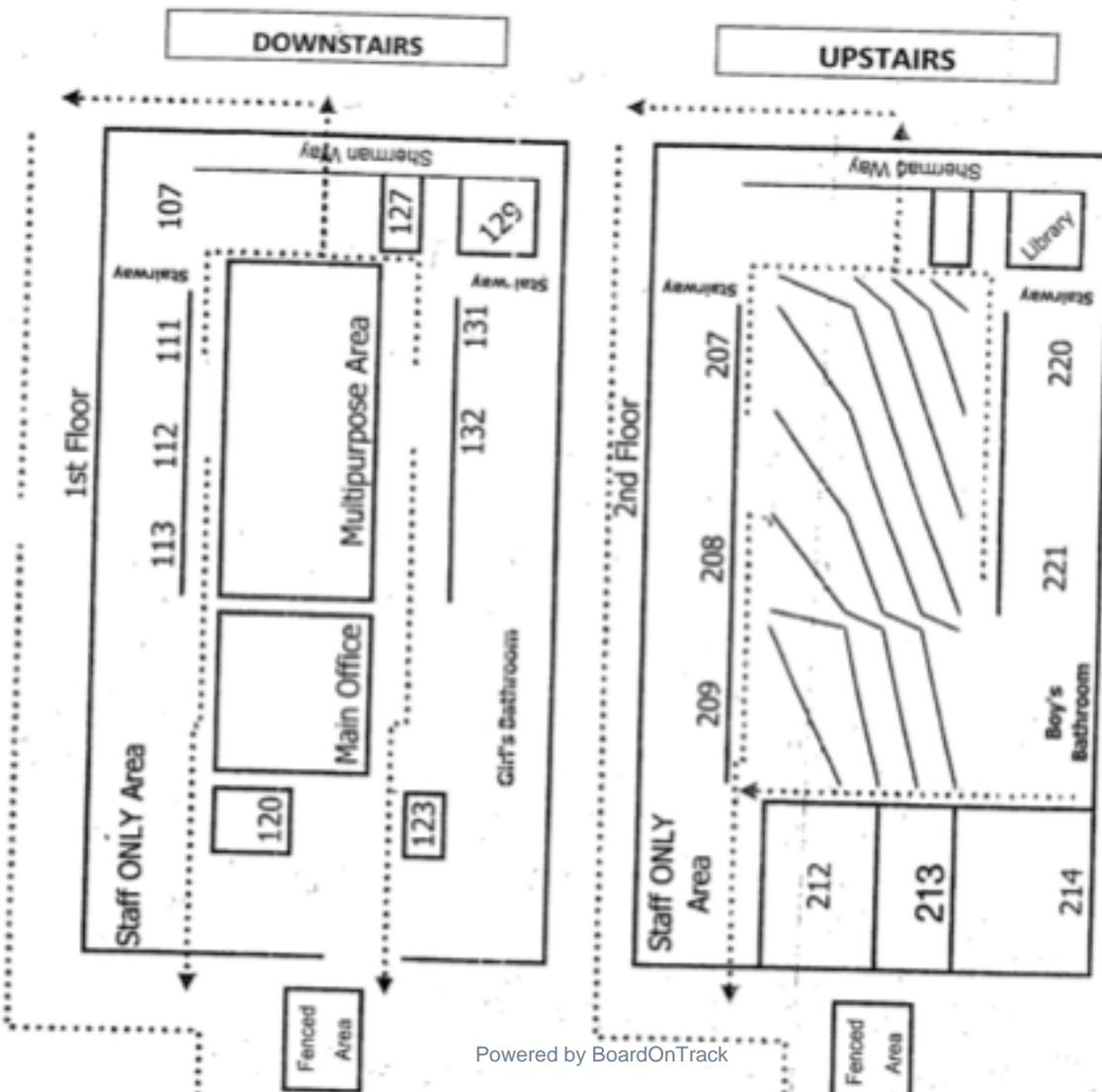
- Goal(s): Maintain and upkeep a safe school campus
 - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2017
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

MSA-1 School Map



Evacuation Map

MSA Emergency Procedures



ASSEMBLY AREA - LINE UP BY CLASS ORDER

6A	6B	6C	6D	7A	7B	7C	7D	8A	8B	8C	9A	9B	9C	10A	10B	11A	11B	12A	12B
----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----

Emergency Drill Status Report

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR: YES: _____ **NO:** _____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Data Sheet

MAGNOLIA PUBLIC SCHOOLS **EMERGENCY DRILL DATA WORKSHEET**

Use this form to record your drill information

- | | |
|---|--|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Drop/Cover/Hold or "Drop" |
| <input type="checkbox"/> Earthquake drill with evacuation | <input type="checkbox"/> Campus Protection or "Lockdown" |
| <input type="checkbox"/> Shelter in Place | |

Date: ___/___/___

Name: Meagan Alonso Position: Assistant Principal

E-Mail: malonso@magnoliapublicschools.org Location Code: 8014

- What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle
 (Omit #2 for Drop/Cover/Hold or "Drop")
- Time Drill Started: (am / pm) Time Drill Completed: (am / pm)
- Total number of staff involved in the drill activity?
- Total number of students involved in the drill activity?
- Did any special needs students participate in the drill? if yes, about how many?
- Did you encounter any challenges with the special needs children? (Y/N)
- If yes, please describe challenges: _____

- (Omit #8 for Drop/Cover/Hold or "Shelter-in-Place", "Drop" & "Lockdown")
 How long did it take to evacuate all buildings? (minutes)
 (Time from START of drill to the time when last staff or student arrived at the staging area.)
- (Omit #9 for Drop/Cover/Hold or "Drop")
 Did you establish an Incident Command Post? (Y/N)
- Did staff bring the School Emergency Response Box to the assembly area? (Y/N)
- (Omit #11, 12 & 13 for Drop/Cover/Hold or "Drop")
 Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storage area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.
- Were parents notified either before or after the drill? (Y/N)
- How were parents notified? (method)
- Did any parents participate in drill? if yes, about how many?
- What did parents do? _____

- Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

- Did you encounter problems with any of the following?

(Omit 'd, e, & f' for Drop/Cover/Hold or "Drop")
 (Omit 'Y' for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System	<input type="checkbox"/>	<input type="checkbox"/>	
b. Students	<input type="checkbox"/>	<input type="checkbox"/>	
c. Staff	<input type="checkbox"/>	<input type="checkbox"/>	
d. Parents	<input type="checkbox"/>	<input type="checkbox"/>	
e. Supplies	<input type="checkbox"/>	<input type="checkbox"/>	
f. Evacuation Route	<input type="checkbox"/>	<input type="checkbox"/>	

18. Did you debrief after the drill? (Y/N)

19. What were the three top lessons learned?

1. _____
2. _____
3. _____

20. How can this drill be improved in the future?

 Administrator's Name

 Administrator's Signature

Emergency Drill Calendar
2017-18

August

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

September

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

October

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

- **Lockdown Drill**

November

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

December

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

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January

- Fire Drill
- Lockdown Drill
- Earthquake Drill (Drop/Cover/Hold)

February

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

March

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

April

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

May

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

June

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill
-

Liability Incident Call-In Report

(This form is confidential and should NOT be given to parents, guests, or third parties.)

Charter School: _____ Location / Site: _____

School Administrator's name: _____ Title: _____

Address where incident occurred: _____

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Type of Incident:

Parent/guest incident ____ Parent/guest complaint/allegation ____ Employee complaint/allegation ____

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM _____ PM _____

Legal complaint or attorney letter received? ____ Yes ____ No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

Cause of incident or complaint (check any that apply):

____ Trip/slip/fall

____ Powered by BoardOnTrack _____ ment dispute

(Please describe in detail): _____

Check any of the following possible causes which may apply:

- ____ Failure to follow proper policy ____ Retaliation
- ____ Inattention ____ Act of other
- ____ Carelessness ____ Alcohol/drug use
- ____ Unreasonable demands ____ Unsafe act

What steps have been taken or recommended to prevent or reduce the likelihood of a recurrence?

Comments:

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

Do not fax report; the JPA will receive a copy from the hotline.

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Comprehensive School Safety Plan

Magnolia Science Academy-2
Magnolia Public Schools School District

Selcuk Keskindurk, Principal
17125 Van Nuys Blvd, Van Nuys, CA 91406
(818) 758-0300
skeskinturk@magnoliapublicschools.org

A meeting for public input was held on December 2, 2016 at MSA-2

Reviewed by Law Enforcement October 26, 2016

Plan Adopted by School Site Council December 2, 2016

Plan approved by Magnolia Public Schools Board December 8,
2016

Committee Members

Selcuk Keskindurk, Principal
Tawnie Black, Designee
Nick Capretta, Teacher Representative
Sandra Covarubbias, Parent of Attending Student
Wendy Salinas, Classified Employee
Captain Rafael Ramirez, LAPD
Sumayya Khan, Student

This document is available for public inspection on our school's
website at msa2.magnoliapublicschools.org

School Site Mission

Mission

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

Vision

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Core Values

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

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

Employee Preparedness

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

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;

- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;

- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

Emergency On-Site Personnel

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

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. During the 2016/17 school year beginning on 8-16-2016, there have been 112 reported crimes in a 1-mile radius around the school. The top three crime violations, based on www.crimemapping.com/map/region/lapdWestValleyArea are:
 1. Vehicle Break-in/Theft
 2. Burglary
 3. Larceny
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions was noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals: CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee

- c. Discipline Committee
- d. Administration
- e. Local School Administration
- f. School Site Council
- g. Parent Task Force
- h. Student Leadership
- i. Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year continually to revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Child Abuse Reporting Procedures

Child abuse shall be reported in compliance with the procedures set forth in the MPS Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory. Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services

800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either mail, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the

choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY						
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE						
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY								
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)										
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL					
OFFICIAL CONTACTED - TITLE				TELEPHONE ()							
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	TELEPHONE ()				
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE				
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME					
	<input type="checkbox"/> YES	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			TYPE OF ABUSE (CHECK ONE OR MORE)						
	<input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT					
	<input type="checkbox"/> GROUP HOME OR INSTITUTION		<input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> OTHER (SPECIFY)						
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JUNK					
D. INVOLVED PARTIES	VICTIM'S SIBLINGS										
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____		3. _____		2. _____		4. _____				
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	HOME PHONE ()		BUSINESS PHONE ()		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	HOME PHONE ()		BUSINESS PHONE ()		
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	TELEPHONE ()				
	OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____										
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)										

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

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

- Protect the safety and welfare of students and staff;
- Provide for a safe and coordinated response to emergency situations;
- Protect the school's facilities and property;
- Enable the school to restore normal conditions in the shortest time possible
- Coordination between the school and local authorities and resources.

Emergencies

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

Fire:

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

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to

walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.

- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency:

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

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

Provide the following information:

- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes:

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

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

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

Certificated and classified school staff are trained annually on emergency earthquake procedures.

Assaults:

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

- Dial 911.
- Seek first aid or medical attention, if indicated.

- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials:

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

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.

If a more serious spill occurs, inside or outside:

- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department. Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known. Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
 - Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
 - Remain inside building unless ordered to evacuate by the Fire Department. Fire Department will advise of further actions to be taken.
 - Do not eat or drink anything or apply cosmetics.

- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance:

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

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials.
- Lock all doors.
- Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism:

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

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel. The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.

- Notify parents or legal guardian.
- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

Utility or Power Failure:

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

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

Person receiving call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.
- The School Principal, or his/her designee will:
 - Notify Police Department – Dial 911.
 - With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:

- Classrooms and work areas.
- Public areas - foyers, office bathrooms and stairwells.
- Lockers and unlocked closets.
- Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
- Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion:

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

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

- Draft incident report by the end of the week.

Fighting or Riot:

School staff should follow these guidelines when a fight occurs:

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

Staff should follow these guidelines when a riot occurs:

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
- Instructing office staff to handle communications and initiate lockdown orders.
- Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.

- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation:

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

- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.
- The School Principal, or his/her designee, should be responsible for the following:
 - Immediately notify law enforcement.
 - Move other students and teachers completely away from those who are in the hostage situation.
 - Keep everyone as calm as possible.
 - Be prepared to answer questions from media or family.

Death of a Student:

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

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

Intruder or Individual with Deadly Weapon:

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

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- The School Principal, or his/her designee, should follow these guidelines:
- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the threat level. If the threat level is high, call for additional backup.

- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down:

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation:

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken by the School Principal or his/her designee:

- Notify the school district office, county official or designee.

- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

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

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

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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

Fire Drills

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

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

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

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

Annual Inspections

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

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist.

Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School

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

Parental Notification

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

Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school.

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

- Blankets
- Matches

- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

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

Emergency Drill Report Data Sheet:

ATTACHMENT F

EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then go to <http://emergencydrills.lausd.net> (please note that you must be on the LAUSD network for this address to work); enter the data and receive your certificate.

(Choose one)

- | | |
|---|--|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Drop/Cover/Hold or "Drop" |
| <input type="checkbox"/> Earthquake drill with evacuation | <input type="checkbox"/> Campus Protection or "Lockdown" |
| <input type="checkbox"/> Shelter in Place | |

Date: ___/___/___

Name: _____ Position: _____

E-Mail: _____ Location Code: _____

1. What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: _____ (am / pm) Time Drill Completed: _____ (am / pm)

3. Total number of staff involved in the drill activity?
 4. Total number of students involved in the drill activity?
 5. Did any special needs students participate in the drill? If yes, about how many?
 6. Did you encounter any challenges with the special needs children? (Y/N)
 7. If yes, please describe challenges: _____

(Omit #8 for Drop/Cover/Hold or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? _____ (minutes)
 (Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N)
 10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)
 11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during:
 (Check all that apply)
 Yes, during the planning of the drill. Yes, during the execution of drill.
 Yes, after the drill. No, we did not use the Safe School Plan.

(Omit #12, 13 & 14 for Drop/Cover/Hold or "Drop")

12. Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storing area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.
 13. Were parents notified either before or after the drill? (Y/N)
 14. How were parents notified? (method)
 15. Did any parents participate in drill? If yes, about how many?
 16. What did parents do? _____
 17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

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ATTACHMENT F

18. Did you encounter problems with any of the following?

(Omit # "d, e, & f" for Drop/Cover/Hold or "Drop")

(Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

19. Using a grading scale from A through F, please grade the following:

(Omit "a, b, & c" for Drop/Cover/Hold or "Drop")

(Omit "a" for Campus Protection or "Lockdown")

	A	B	C	D	F
a. Student behavior during evacuation procedure					
b. Student accounting					
c. Staff accounting					
d. Performance of alert system					
e. Performance of members of the school safety team					
f. Overall student performance					
g. Overall staff performance					

20. Did you debrief after the drill? (Y/N)

21. What were the three top lessons learned?

1. _____
2. _____
3. _____

22. How can this drill be improved in the future?

Questions can be directed to emergencyservices@lausd.net or 213-241-3889.

This form may also be downloaded at <http://emergencyservices.lausd.net>

Emergency Drill Report Form:

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___

PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: ___ **DROP/TAKE COVER:** ___ **EARTHQUAKE:** ___ **LOCK DOWN:** ___

SHELTER IN-PLACE: ___ **EVACUATION:** ___ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR: YES: ___ NO: ___

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

MSA-2 Emergency Drills Calendar for the 2017-18 Academic Year:

- August 2017 August Fire Drill
- September 2017 September Drop and Cover Drill
- September 2017 Semester Lock Down/Shelter in Place Drill
- October 2017 October Fire Drill
- October 2017 October Drop and Cover - Shake Out Earthquake Drill
- November 2017 November Drop and Cover Drill
- November 2017 November Fire Drill
- December 2017 December Drop and Cover Drill
- December 2017 Semester Take Cover Drill
- December 2017 December Fire Drill
- January 2018 Semester Lock Down/Shelter in Place Drill
- January 2018 January Drop and Cover Drill
- January 2018 Semester Take Cover Drill
- January 2018 January Fire Drill
- February 2018 February Fire Drill
- February 2018 February Drop and Cover - Earthquake Drill
- March 2018 March Drop and Cover Drill
- March 2018 March Fire Drill
- April 2018 April Drop and Cover Drill
- April 2018 April Fire Drill
- May 2018 May Drop and Cover Drill
- May 2018 May Fire Drill
- June 2018 June Drop and Cover Drill
- June 2018 June Fire Drill

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

Suspension and Expulsion Policies

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a

student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

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

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

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer

than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

Grounds for Suspension

Jurisdiction

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

may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable

person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
- Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
- Intentionally “hacked” or broken into a School or School affiliated computer system.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a

student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

Grounds for Expulsion

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

- Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
- Brandishing a knife at another person. E.C. 48915(c)(2)
- Unlawfully selling a controlled substance. E.C. 48915(c)(3)
- Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
- Possession of an explosive, as defined below. E.C. 48915(c)(5)
 - If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.
 - The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.
 - The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

- Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
- Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
- Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
- Robbery or extortion. E.C. 48915(a)(4); 48900(e).
- Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

- Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
- Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
- First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
- Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
- Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
- Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
- Possessed or used tobacco. E.C. 48900(h); 48915(e)

- Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
- Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
- Possessed an imitation firearm. E.C. 48900(m); 48915(e)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
- Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
- Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
- Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
- Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Matrix for Student Suspension & Expulsion Recommendations

Category I

Must Recommend Expulsion (Mandatory)

Category II

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Quasi-Mandatory)

- Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])
- Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
 - Possessing, selling, or furnishing a firearm
 - E.C. 48915(c)(1); 48900(b)
 - Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
 - Brandishing a knife at another person
 - E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
 - Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil
 - E.C. 48915(a)(2); 48900(b)
 - Unlawfully selling a controlled substance
 - E.C. 48915(c)(3); 48900(c)
 - Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana
 - E.C. 48915(a)(3); 48900(c)
 - Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n])
 - E.C. 48915(c)(4); 48900(n)
 - Robbery or extortion

- E.C. 48915(a)(4); 48900(e)
- Possession of an explosive
- E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
- Assault or battery upon any school employee
- E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Category III

May Recommend Expulsion (Discretionary)

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

- **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
- Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious. [See II.1]**) E.C. 48900(a)(1)
- First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
- Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
- Caused or attempted to cause damage to school or private property. E.C. 48900(f)
- Stole or attempted to steal school or private property. E.C. 48900(g)
- Possessed or used tobacco. E.C. 48900(h)
- Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
- Knowingly received stolen school or private property. E.C. 48900(l)

- Possessed an imitation firearm. E.C. 48900(m)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)
- Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)
- Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)
- Made terrorist threats against school officials or school property, or both. E.C. 48900.7
- Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

Expulsion Procedures

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

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

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of MPS' disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
- The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
- The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
 - The student's name
 - The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

Additional Provisions

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

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

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
 - Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

- If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
- If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.
- If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if

requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

- The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedure for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. MPS has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSis. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the school regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators.

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

Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF

From: Admin

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). *Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (p) Sale of soma
 - (q) Hazing

(r) Bullying/cyberbullying

(s) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915 (c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

Confidential Memorandum

To: _____, Teacher
From: _____, Principal/Designee
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.

Principal/Designee

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire,

when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the MPS Employee Handbook and MPS Student-Parent Handbook.

If harassment or discrimination occurs, school staff should:

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

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

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.

3. Seek written documentation from witnesses.
4. Determine disciplinary consequences. See MPS Employee Handbook and MPS Student-Parent Handbook.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardian and appropriate school personnel of incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) find that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take suitable disciplinary action against the employee. As appropriate, The Principal (or the CEO) (or designee) may also counsel or reprimand employees about their conduct without initiating formal disciplinary measures.

The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The Board of Directors' decision shall be final.

General Requirements

- **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- **Resolution:** The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School’s policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: _____

Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the

duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of any kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from the school
- Making or participating in sexually inappropriate comments
- Sexual jokes
- Seeking emotional involvement with a student for your benefit
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity
- Obtaining formal approval to take students off school property for activities such as field trips or competitions
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology)
- Keeping the door open when alone with a student
- Keeping reasonable space between you and your students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries
- Involving your supervisor if conflict arises with the student
- Informing the Executive Director about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers
- Asking another staff member to be present if you will be alone with any type of special needs student
- Asking another staff member to be present when you must be alone with a student after regular school hours
- Giving students praise and recognition without touching them
- Pats on the back, high fives and handshakes are acceptable
- Keeping your professional conduct a high priority
- Asking yourself if your actions are worth your job and career

Dress Code

School-wide Dress Code prohibiting gang-related apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

Dress Code

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS Student Uniform Policy

Pants, shorts, skirts, skorts, or capris are acceptable:

- Must be either khaki color, black or navy blue.

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Top:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.
- White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and Accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract undue attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student’s sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student’s sight.
- Excessive “gel” of any kind is not acceptable, and should not be visible.

- Hair may be “spiked” with gel or any similar-acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

Footwear:

- The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black, white or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white
- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

P.E. Uniform:

- Top: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- Bottom: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

- Footwear: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

Outerwear:

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

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

Visitors should:

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

School personnel should:

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

Visitors who fail to comply with school procedures:

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

Procedures to Ensure a Safe and Orderly Environment

Safe and Orderly Social Environment - People and Programs

Our school creates a caring and connected school climate. We make Students and Staff believe that the school is a caring community in numerous ways. Parents are involved in the following ways at our current school site:

- Home Visit Program
- Parent Task Force Meetings
- Parent Volunteer Opportunities
- Open House Nights
- Back to School Nights
- Parent-Teacher Conferences
- CoolSis Communication Logs
- Parent Shadow Days
- Schoolwide Phone Call News Distribution
- Email Newsletters
- School Site Council
- Public Meetings on School Policy Issues
- Parent Trainings and Workshops

Other factors influencing the Social Climate of MSA-2 are:

- Teacher training and PD
- High academic and behavior expectations
- Teachers will provide CCSS aligned instruction using SDAIE strategies.
- Life Skills Curriculum
- Daily Advisory time for students
- Engaging lesson plans that address multiple learning styles
- Create a data driven and research based intervention program
- Implement a PBIS system which will support the Socio-Emotional Learning of all students
- Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
- Continue the partnership with CSUN and Mitchell Family Counseling which provides counseling services to our students
- Continue to build increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs, and high achieving students

Effective Communication is an essential component to creating a positive school climate. When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

- Parents should encourage their child to talk with the teacher.
- Parents can encourage their child to talk with an administrator.
- If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to

be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstanding
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

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

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.

- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- “All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school.” Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

- Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
- Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
- Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
- Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
- CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.

- **Communication:** CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations. We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Safe and Orderly Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

MSA-2 maintains a physical environment that communicates respect for learning and for individuals and safety by:

- MSA-2 has a full time janitor on staff and utilizes the LAUSD custodial staff to keep the school clean. Students and teachers are encouraged to maintain classrooms that are clean, orderly and contribute to the learning environment.
- MSA-2 involves itself in the community through the Community Service Club which helps students find opportunities to volunteer in their community, through community food and charity drives, the School Site Council, the Parent Task Force, providing school representatives to the Balboa Town Council and painting murals in the community

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum

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

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.

- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.

- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. • Have a hall pass if you are outside of the classroom during class time.
 - Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include some of the following:

1. In Class Warning
2. Time Out from a Situation to reevaluate
3. Student-Teacher Conference
4. Detention / Parental Notification
5. Parent Conference
6. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

- +5 Contact parent/guardian
- +10 Lunch speed pass
- +15 Treat
- +20 One day free dress (pass will be given)
- +25 Extended lunch period
- +30 Two day free dress (pass will be given)
- +35 VIP breakfast
- +40 Entered in a raffle
- +45 Free dress – every Friday for one month (pass will be given)
- +50 VIP lunch and “Race to the top”

Negative Consequences:

- 5 Contact parent/guardian
- 10 Loss of privileges
- 15 Parent/guardian conference / Red slip*
- 20 Behavior plan and lunch reflection
- 25 Shadowed by parent/guardian for a day and one hour after school reflection
- 30 Student improvement team
- 35 Pending Reflection Committee outcome
- 40 Pending Reflection Committee outcome
- 45 Pending Reflection Committee outcome
- 50 Reflective hearing with Reflection Committee, parent/guardian and student

**Students earn a positive SIS point for receiving all acceptable marks and a signature on their red slip.*

When a student receives negative twenty or more behavior points recorded on SIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection Committee.

BEHAVIORAL EXPECTATIONS		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<ul style="list-style-type: none"> • Keep hands to yourself. • Ask for permission to use any equipment, resources or materials. • Use equipment appropriately and for its intended use. • Walk to and from class during transition periods. • Report unsafe behaviors (e.g., bullying) • Remain in assigned areas. • Solve problems peacefully. • If you are unsure of something, seek help from or ask an adult. 	<ul style="list-style-type: none"> • Arrive to class on time and ready to work. • Be on task. • Be prepared each day with school materials. • Give full effort in all work. • Raise hand in class. • Be in proper uniform. • Follow classroom expectations. • Throw away waste in proper receptacle. • Keep campus clean. • Sit in assigned seat. • Respect school property and ask before borrowing other's property. • Use restroom during non-class time. 	<ul style="list-style-type: none"> • Follow the teacher's directions and use positive language with peers. • Acknowledge one's mistakes and correct them. • Be kind to others. • Respect each other's differences. • Respect other's property and personal space. • Use a quiet, conversational voice. • Use polite language such as thank you, you're welcome, and I'm sorry. • If in disagreement, voice concerns respectfully and appropriately. • Cooperate with adults and peers.

Unacceptable Types of Behavior and Consequences

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act

that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the MPS Student Expression Policy available in the office of each MPS school.

Level 1 Infractions		
<ul style="list-style-type: none"> • Invading personal space • Fighting and/or arranging altercations • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area 	<ul style="list-style-type: none"> • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation 	<ul style="list-style-type: none"> • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Violation of school/class rules • Passive participation in hurtful acts/words against others • Public display of affection (holding hands, kissing, hugging, etc.) • Disrupting learning environment • Refusing to cooperate and comply with school rules/personnel
Possible Corrective Strategies		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p>		
<p><u>First Infraction:</u></p> <ul style="list-style-type: none"> • Re-teaching school behavior expectations • Having the student apologize and making amends with those affected <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian 	<ul style="list-style-type: none"> • Implement a Home to School and School to Home Communication System (e.g., SIS) • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Refer the student to the Reflection Committee 	

Level 2 Infractions		
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling • Habitual violations of school/class rules • Forgery of signatures • Extortion 	<ul style="list-style-type: none"> • Sexual explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel • Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Level 3 Infractions		
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> • Sexual explicit behavior • Lewd conduct • Planning and/or arranging actions with malicious intent • Bullying/cyberbullying • Harassment (i.e., physical, verbal, and sexual) • Writing or drawing obscene /profane language/pictures
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Suspension and Expulsion Procedures)

Assaulting, Fighting and/or Arranging Fights

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices

CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty

Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the Behavioral Expectations table will apply as well.

Texting/Sexting

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning

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

Horseplay

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

Violating Uniform Policy

A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol

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

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

False Fire Alarms

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures

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

Vulgarity, Profanity and Obscenity

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

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual

orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. See also the MPS Policy Against Unlawful Harassment.

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

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

Behaving Disrespectfully towards Teachers or Staff

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

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Smoking or Use of Other Tobacco Products

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

Stealing and/or Vandalizing School/Private Property & Graffiti

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

No Permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

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

Bringing Weapon in School

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

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.

Possession or Use of Fireworks

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

Gang and Secret Society Symbols

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

Arson

Intentionally starting any fire or combustion on school property

Public Display of Affection

Public displays of affection are not allowed.

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

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State

policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying and Cyber Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, national, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

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

Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

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

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

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Component 1 - School Climate

Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

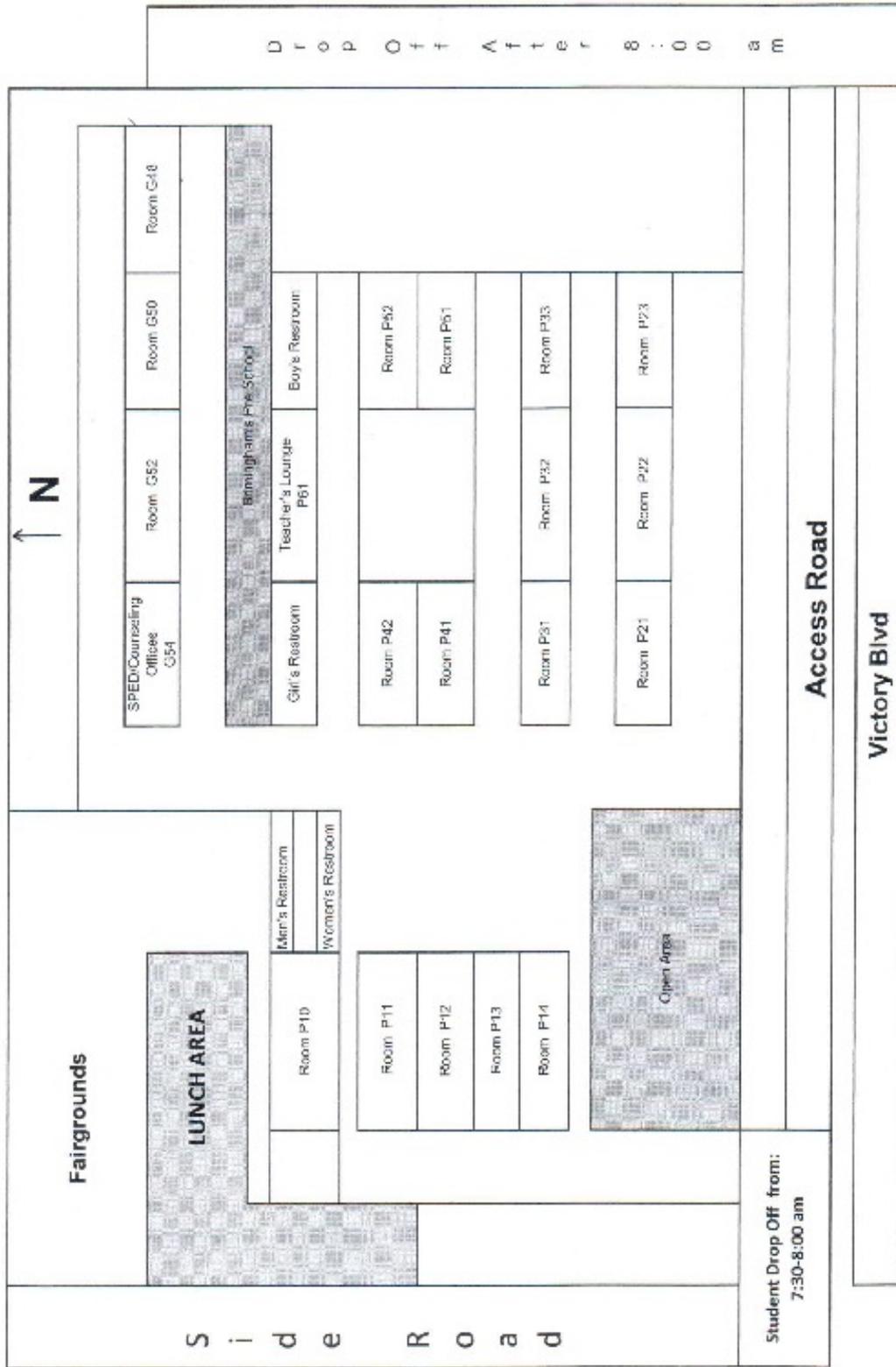
- Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2 - Physical Environment

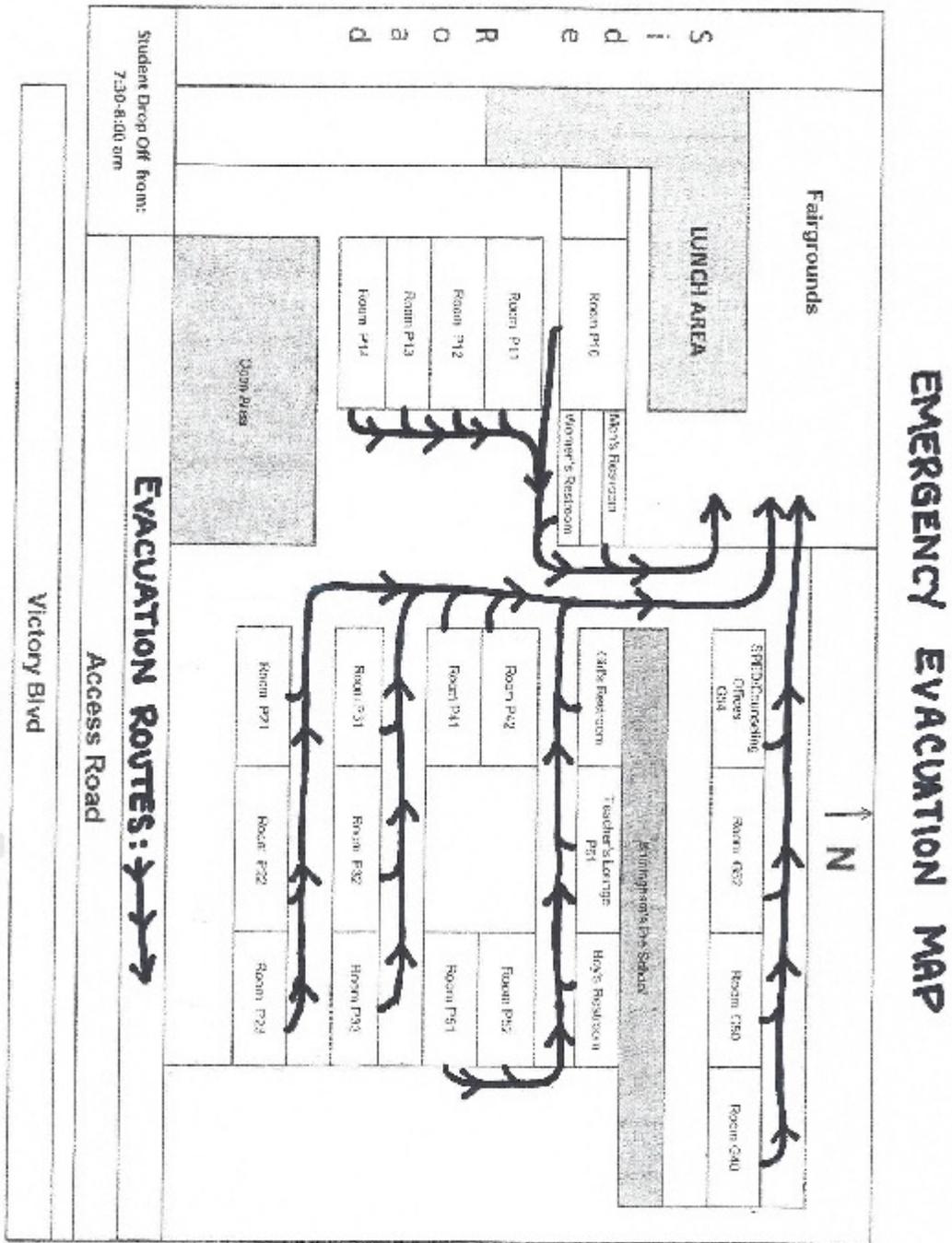
Goal(s): Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

School Campus Map:



School Campus Evacuation Map:



Comprehensive School Safety Plan

Magnolia Science Academy-3
LAUSD

Nicole Williams Clemmons Dean of Students
1254 E. Helmick St, Carson CA 90748
(310) 637-3806
nclemmons@magnoliapublicschools.org

A meeting for public review was held on November 30, 2016

Plan approved by School Site Council on December 6, 2016

Reviewed by Law Enforcement Laura Morales on November 28, 2016

Plan (Submitted for Approval) to Magnolia Public Schools Governing Board on
December 8, 2016

Committee Members

John White, Principal
Nicole Williams Clemmons, Dean of Students
Shandrea Daniel, Dean of Culture
Rosario Parra, Teacher Representative
Yusuf Adanur, Teacher Representative
Bertha Del Villar, Parent of attending student
Judith Bernal, Parent of attending student
Shetonya Sinclair, Classified Staff
Anita Valenzuela, Classified Staff
Dept. Laura Morales, LAPD
LaJoy Atkins, Student
Giselle Castillo, Student

This document is available for public inspection on our school's website at
msa3.magnoliascience.org

Mission and Vision

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

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

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

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

Employee Preparedness

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

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

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

-  Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
-  Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
-  Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
-  Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
-  Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;

- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

Emergency On-Site Personnel

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

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 1. Vehicle Break-in/Theft
 2. Larceny
 3. Burglar
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. Tremendous decreases in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referral, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL			
OFFICIAL CONTACTED - TITLE					TELEPHONE ()					
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> PHYSICALLY DISABLED?	<input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED?		OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IN FOSTER CARE?			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:		TYPE OF ABUSE (CHECK ONE OR MORE)			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	<input type="checkbox"/> PHYSICAL	<input type="checkbox"/> MENTAL	<input type="checkbox"/> SEXUAL	<input type="checkbox"/> NEGLECT	
<input type="checkbox"/> NO	<input type="checkbox"/> GROUP HOME OR INSTITUTION		<input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> OTHER (SPECIFY)					
RELATIONSHIP TO SUSPECT				PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
		<input type="checkbox"/> YES <input type="checkbox"/> NO								
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____				3. _____					
	2. _____				4. _____					
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()			
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

DEFINITIONS AND INSTRUCTIONS ON REVERSE

SS 8572 (Rev. 12/02)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

Emergencies

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

Fire:

- In the case of a school fire, the following procedures should be implemented:
- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
 - Have students and staff evacuate the building in accordance with established procedures.
 - Evacuate to outdoor assembly area.
 - All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
 - Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
 - Render first aid as necessary.
 - Check attendance. Remain with students.

Medical Emergency:

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

- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
Provide the following information:
- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes:

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:
- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures.
-

Assaults:

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.
- If a serious assault occurs:
- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials:

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:
 - If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
 - If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
 - Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
 - Remain inside building unless ordered to evacuate by the Fire Department.
 - Fire Department will advise of further actions to be taken.
 - Do not eat or drink anything or apply cosmetics.

- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance:

- A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:
 - Notify local law enforcement authorities-Dial 911.
 - If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
 - Do not argue with participant(s).
 - Have all students and employees leave the immediate area of disturbance.
 - If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
 - If the disturbance is inside the building, follow procedures for evacuation of the school site.
 - Follow further instructions as police officials and other local law enforcement authorities issue them.
 - Draft incident report for School Principal, or his/her designee.

Vandalism:

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

Utility or Power Failure:

- The following procedures should be used in case of utility or power failure:
 - Staff and students should remain in classroom until further instruction.
 - Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
 - Staff and students outside of a classroom at the time of the incident should report to main office.
 - Building and grounds personnel report to utility company if necessary.
 - If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

- Person receiving call:
 - Listen - Do not interrupt caller.
 - If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - Notify School Principal, or his/her designee, immediately.
 - The School Principal, or his/her designee will:
 - Notify Police Department – Dial 911.
 - With the assistance of responding law enforcement personnel, conduct a thoroughsearch of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
 - With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.

- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion:

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

Fighting or Riot:

- School staff should follow these guidelines when a fight occurs:
 - Send a reliable student to the office to summon assistance.
 - Speak loudly and let everyone know that the behavior should stop immediately.
 - Obtain help from other teachers if at all possible.
 - If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - Call out the names of the involved students (if known) and let them know they have been identified.
 - For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.

- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
- Staff should follow these guidelines when a riot occurs:
 - The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation:

- In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - Stay calm.
 - Don't be a hero.
 - Follow instructions of captor.
 - Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
 - Inform captors of medical or other needs.
 - Be prepared to wait; elapsed time is a good sign.
 - Don't try to escape; don't try to resolve situation by force.
 - Be observant and remember everything that is seen or heard.
 - If a rescue takes place, lie on the floor and await instructions from rescuers.
 - The School Principal, or his/her designee, should be responsible for the following:

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

Death of a Student:

- By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:
 - After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
 - Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
 - Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
 - If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
 - Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
 - Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon/Active Shooter:

- If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
 - Avoid confronting the student or gunman.
 - Notify the School Principal, or his/her designee, or school office immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - The School Principal, or his/her designee, should follow these guidelines:
 - Notify law enforcement immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - Determine the level of threat. If the level of threat is high, call for additional backup.
 - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
 - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

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

The School Principal or his/her designee should:

- ☞ Notify the school district office, county official or designee.
- ☞ Notify local law enforcement authorities.
- ☞ Notify school transportation support.
- ☞ Note the special needs of students or staff.
- ☞ Direct clerical staff to take schools master enrollment list.
- ☞ Direct school nurse or designee to prepare emergency medications to be transported.
- ☞ Direct all personnel to leave the building and secure the building.
- ☞ Notify students' parents or legal guardians as situation permits.

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

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

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

- ☞ Assess the situation and determine the level of assistance needed (i.e. school counselor, police)

- ☞ Isolate the parties involved for interview/investigation.
- ☞ Notify parent or legal guardian.
- ☞ Obtain witness statements and document in a written incident report.
- ☞ Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- ☞ Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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

Fire Drills

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

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

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

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

Annual Inspections

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

-  Classroom
-  Corridors
-  Cafeteria
-  Office
-  Teacher's Workroom and Employee Lounge
-  Restrooms
-  Custodial
-  Storage Room
-  Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

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

Parental Notification

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

Classroom Safety Kits

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

-  Blankets
-  Matches
-  Pillows
-  Bottled Water
-  Flashlights
-  Paper Towels
-  Batteries
-  Wet Ones
-  Radio (battery operated)
-  Sheets
-  Candles

Suggested first aid items:

-  Assorted Band Aids
-  Gauze
-  Sterile Water (for burns)
-  Tape
-  Scissors
-  Tweezers
-  Bandages
-  Instant Ice Packs
-  Ace Bandages
-  Package of Sewing Needles
-  Slings

- ☞ Anti-bacterial salve
- ☞ Steri-strips or butterfly stitches
- ☞ Disposable gloves
- ☞ Face masks
- ☞ CPR (disposable mouthpieces)
- ☞ Current first aid book

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

Suspension and Expulsion Policies

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

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

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

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high

academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

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

Willfully used force of violence upon the person of another, except self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

Made terrorist threats against school officials and/or school property.

For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

Intentionally “hacked” or broken into a School or School affiliated computer system.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

Uphold the suspension

Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUND FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;

- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

Brandishing a knife at another person. E.C. 48915(c)(2)

Unlawfully selling a controlled substance. E.C. 48915(c)(3)

Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);

Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).

Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).

Robbery or extortion. E.C. 48915(a)(4); 48900(e).

Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.

Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)

First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)

Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

Possessed or used tobacco. E.C. 48900(h); 48915(e)

Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

Possessed an imitation firearm. E.C. 48900(m); 48915(e)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)

Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)

Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I

Must Recommend Expulsion (MANDATORY)

CATEGORY II

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])

Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])

Possessing, selling, or furnishing a firearm

E.C. 48915(c)(1); 48900(b)

Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

Brandishing a knife at another person

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil

E.C. 48915(a)(2); 48900(b)

Unlawfully selling a controlled substance

E.C. 48915(c)(3); 48900(c)

Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana

E.C. 48915(a)(3); 48900(c)

Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n])

E.C. 48915(c)(4); 48900(n)

Robbery or extortion

E.C. 48915(a)(4); 48900(e)

Possession of an explosive

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Assault or battery upon any school employee

E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.

Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of “caused,” the injury is serious. [See II.1])** E.C. 48900(a)(1)

First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)

Caused or attempted to cause damage to school or private property. E.C. 48900(f)

Stole or attempted to steal school or private property. E.C. 48900(g)

Possessed or used tobacco. E.C. 48900(h)

Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)

Knowingly received stolen school or private property. E.C. 48900(l)

Possessed an imitation firearm. E.C. 48900(m)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)

Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)

Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7

Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

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

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

The date and place of the expulsion hearing;

A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of MPS' disciplinary rules which relate to the alleged violation;

Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

Notice of the specific offense committed by the student

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS

The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

The student's name

The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

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

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

The parent has requested an evaluation of the child.

The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1)** Mutual fight
 - (a)(2)** Assault/Battery
 - (b)** Possessed, sold or furnished dangerous object
 - (c)** Controlled substance/alcohol
 - (d)** Imitation controlled substance
 - (e)** Robbery/extortion
 - (f)** Vandalism
 - (g)** Theft
 - (h)** Tobacco/nicotine products
 - (i)** Obscene act, habitual profanity/vulgarity
 - (j)** Drug paraphernalia
 - (k)** Disruptive/willfully defiant behavior (grades 4-12)
 - (l)** Received stolen property
 - (m)** Imitation firearm
 - (n)** Sexual assault or battery
 - (o)** Harassed/threatened witness
 - (p)** Sale of soma
 - (q)** Hazing
 - (r)** Bullying/cyberbullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence (gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915(c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

Confidential

Memorandum

To: _____, Teacher

From: _____, Principal

Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual

harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

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

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

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

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School’s policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if

needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
 - Involving your supervisor if conflict arises with the student;
 - Informing the Executive Director about situations that have the potential to become more severe;
 - Making detailed notes about an incident that could evolve into a more serious situation later;
 - Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
 - Asking another staff member to be present if you will be alone with any type of special needs student;
 - Asking another staff member to be present when you must be alone with a student after regular school hours;
 - Giving students praise and recognition without touching them;
 - Pats on the back, high fives and handshakes are acceptable;
 - Keeping your professional conduct a high priority;
 - Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

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

secret society, illegal club, sorority or fraternity.

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS STUDENT UNIFORM POLICY

Pants, shorts, skirts, skorts, or capris are acceptable.

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.

Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.

Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.

Pants may not be made from legging or jegging material.

Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.

The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.

Socks may not be worn over pants.

Rubber bands are not allowed on the bottom of pants or ankles.

No Jean style pants.

No Cargo pants/shorts.

Must have a built in pocket not a sewn on pocket.

Undergarments:

Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.

Undershirts must be short-sleeved if worn.

The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.

Under shirt may not hang out of sleeves.

Shoes:

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

Should be modest, appropriate for school, and not attract undue attention.

Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.

No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.

Facial, tongue, and body piercing are not allowed.

Bracelets: Must be tasteful and not attract undue attention.

Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.

Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.

Mascara and eyeliner should be minimal.

Lipstick should be a natural color.

Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.

Colors such as red, blue, purple, green, white, etc. are not permitted.

Hair must be neat, clean, and well kept.

If the hair obstructs the student’s sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student’s sight.

Excessive “gel” of any kind is not acceptable, and should not be visible.

Hair may be “spiked” with gel or any similar-acting substance but must be no longer than 1 inch.

Combs may not be left in hair.

No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.

No Mohawks or Fohawks

For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).

The buckle may only have one catch.

Belt must be of correct waist size, so that there is minimal excess length (less than five inches).

Any excess length of belt must be tucked through a belt loop and may not hang down.

TOPS

White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.

Hoods may not be worn at school.

Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)

“Athletic” shoes for the dress code must be completely black, white or brown.

Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white

No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.

BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

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

Visitors should:

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

School personnel should:

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

Visitors who fail to comply with school procedures:

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

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

Our staff believes that safety and education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn, be safe and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color,

race, gender, popularity, ability, religion or nationality. Our handbook allows us to share our vision with the students and parents of our team.

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

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

- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and

learning.

- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force

Our Parent Task Force (PTF) holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PF supports our school and students through fundraising, recruiting volunteer for

our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2015
 - Budget: None

- Evaluation guidelines: Surveys, Feedback from stakeholders

- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

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

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

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
 - Have a hall pass if you are outside of the classroom during class time.
 - Not visit with friends or interrupt another classroom.
 - Not misuse the hall pass as it will result in loss of the hall pass privilege.
 - Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch reflection -25 Shadowed by parent for a day and one hour after school reflection -30 Student improvement team -35 Pending reflection committee outcome -40 Pending reflection committee outcome -45 Pending reflection committee outcome -50 Discipline hearing with reflection committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Level 2 Infractions		
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling • Habitual violations of school/class rules • Forgery of signatures • Extortion 	<ul style="list-style-type: none"> • Sexual explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel • Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>		<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-in/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team

Level 3 Infractions		
<ul style="list-style-type: none"> Physically assaulting with serious bodily injury Conduct or habits injurious to others (peers/authority) Using/possessing controlled and/or dangerous substances and/or paraphernalia Bullying (harassing, intimidating, cyberbullying) Fighting and/or arranging altercations Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law Harassment (i.e., physical, verbal, and sexual) Arson, attempting to commit arson and/or possession of explosives Causing a false fire alarm Making a bomb/explosive threat Encouraging other students to violate school rules Student hazing Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> Inappropriate use of electronic devices Public displays of sexually explicit behavior Defacing and/or vandalism of school property Gambling Habitual violations of school/class rules Forgery of signatures Stealing and/or possessing stolen property Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> Sexual explicit behavior Lewd conduct Planning and/or arranging actions with malicious intent Bullying/cyberbullying Harassment (i.e., physical, verbal, and sexual) Writing or drawing obscene /profane language/pictures
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. School-level investigation and student conference School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies Complete behavior assessment need and behavior intervention plan If needed, refer to Response to Intervention (RTI) team. <p><u>Note:</u> Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> Contact and/or confer with parent/guardian Implement a home to school and school to home communication system (e.g., SIS) Post, teach, and re-teach school behavior expectations Utilize Check-In/Check-Out Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions Intensive academic support Intensive social skills teaching Self-management program Firm, fair, and corrective discipline Use of Positive Behavioral Interventions & Support (PBIS) services Assigned reflection (lunch, after-school, Saturday, etc.) Loss of privileges Data-based decision making Refer the student to the Response to Intervention (RTI) team 	

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no

liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

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

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

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

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

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

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP

team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person’s association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

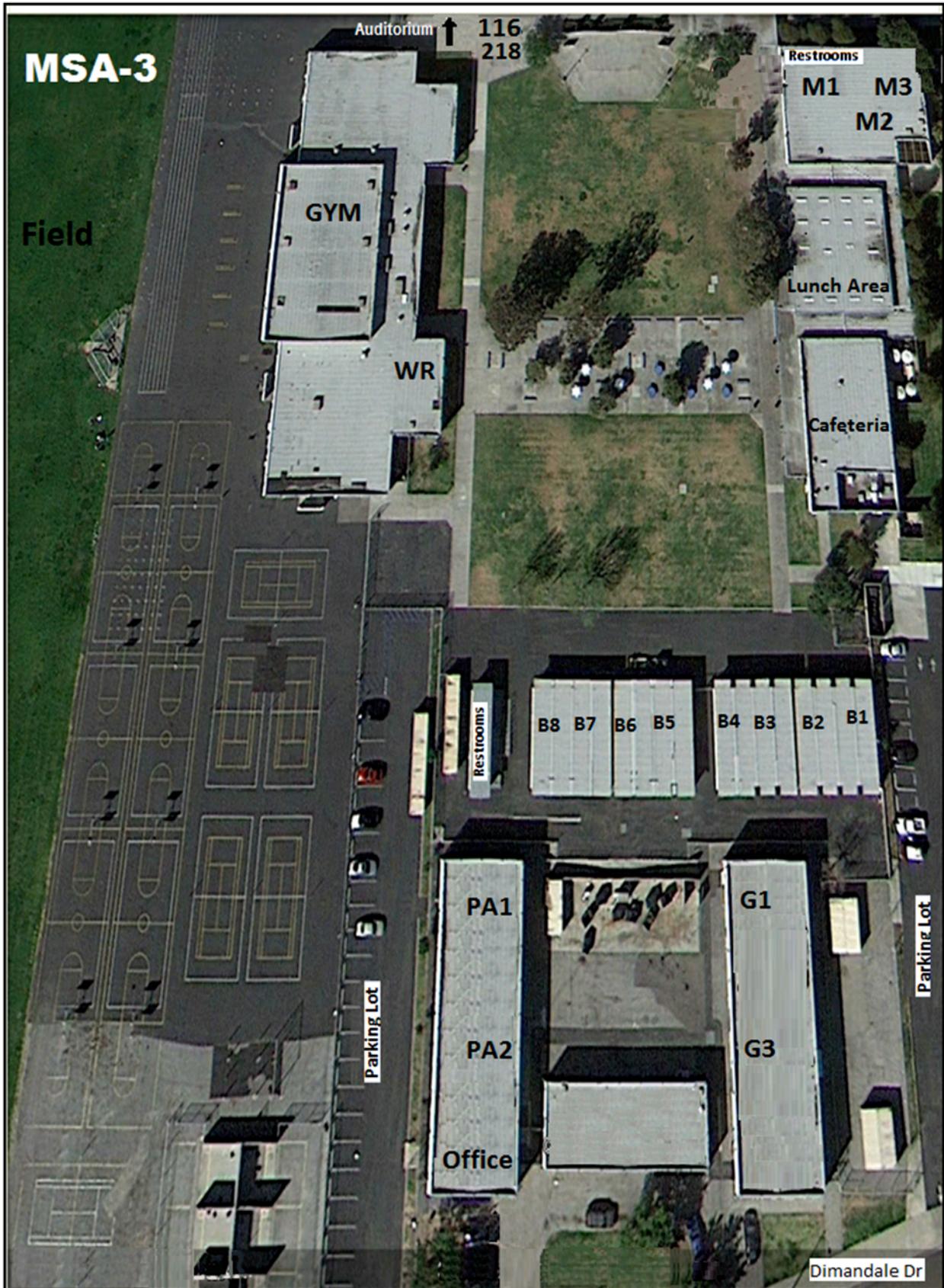
Safety Goals:

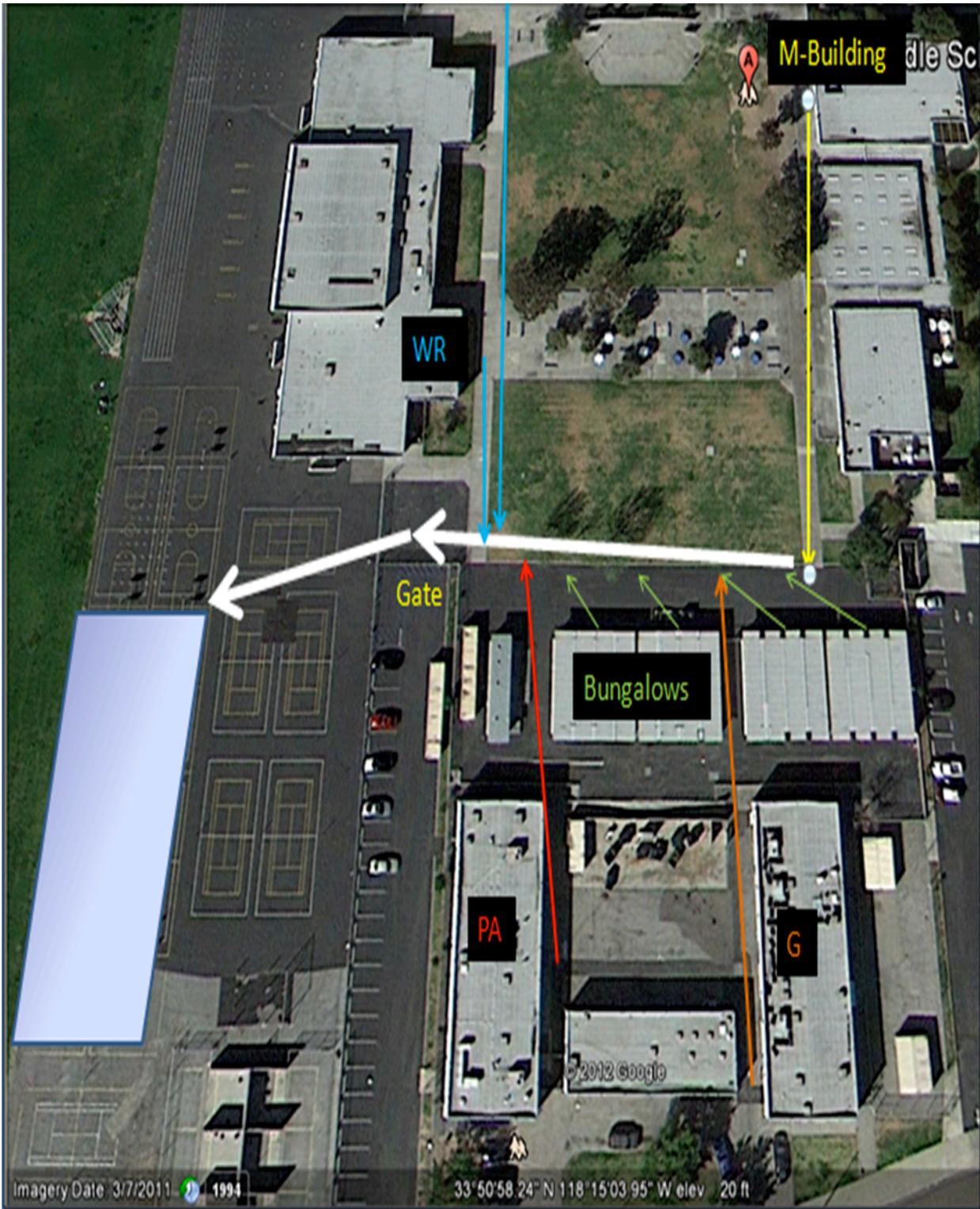
Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders





EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then go to <http://emergencydrills.lausd.net> (please note that you must be on the LAUSD network for this address to work); enter the data and receive your certificate.

(Choose one)

- | | |
|---|--|
| <input type="checkbox"/> Fire
<input type="checkbox"/> Earthquake drill with evacuation
<input type="checkbox"/> Shelter in Place | <input type="checkbox"/> Drop/Cover/Hold or "Drop"
<input type="checkbox"/> Campus Protection or "Lockdown" |
|---|--|

Date: ___/___/____

Name: _____ Position: _____

E-Mail: _____ Location Code: _____

1. What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: _____ (am / pm) Time Drill Completed: _____ (am / pm)

3. Total number of staff involved in the drill activity?
 4. Total number of students involved in the drill activity?
 5. Did any special needs students participate in the drill? If yes, about how many?
 6. Did you encounter any challenges with the special needs children? (Y/N)
 7. If yes, please describe challenges: _____

(Omit#8 for Drop/Cover/Hold" or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? _____ (minutes)
 (Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N)
 10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)
 11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during:
 (Check all that apply)
 Yes, during the planning of the drill. Yes, during the execution of drill.
 Yes, after the drill. No, we did not use the Safe School Plan.

(Omit#12, 13&14 for Drop/Cover/Hold or "Drop")

12. Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storing area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.
 13. Were parents notified either before or after the drill? (Y/N)
 14. How were parents notified? (method)
 15. Did any parents participate in drill? If yes, about how many?
 16. What did parents do? _____
 17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

Emergency Drill Calendar:

MSA-3's Anticipated Emergency Drills Schedule
2017-2018 Academic Year

- August 2017 August Fire Drill
- September 2017 September Drop and Cover Drill
- September 2017 Semester Lock Down/Shelter in Place Drill
- October 2017 October Fire Drill
- October 2017 October Drop and Cover - Shake Out Earthquake

Drill

- November 2017 November Drop and Cover Drill
- November 2017 November Fire Drill
- December 2017 December Drop and Cover Drill
- December 2017 Semester Take Cover Drill
- December 2017 December Fire Drill
- January 2018 Semester Lock Down/Shelter in Place Drill
- January 2018 January Drop and Cover Drill
- January 2018 Semester Take Cover Drill
- January 2018 January Fire Drill
- February 2018 February Fire Drill
- February 2018 February Drop and Cover - Earthquake Drill
- March 2018 March Drop and Cover Drill
- March 2018 March Fire Drill
- April 2018 April Drop and Cover Drill
- April 2018 April Fire Drill
- May 2018 May Drop and Cover Drill
- May 2018 May Fire Drill
- June 2018 May Drop and Cover Drill
- June 2018 May Fire Drill

Insurance Documents and Forms

charterSAFE

Claims Reporting Quick Reference Guide

Policy Year: 7/1/2015-6/30/2016

Workers' Compensation, Property/Liability, & Student Accident

Your Primary Claims Contact Is:

Sue Bedard

Risk and Claims Manager

Phone (818) 709-1570

Toll Free (855) 394-5939

sbedard@chartersafe.org

Forms and instructions available
at www.chartersafe.org.

Reportable Claims Include:

A. Workers' Compensation (WC) Incident/Injury Claims (employees injured or claiming to be injured as a result of their job duties)

B. Property/Liability Claims/ Guest Accident Claims (claims made against the school, employment liability, guest slip/falls, school-owned property theft or damage, etc.)

C. Student Accident Claims (student injuries beyond first aid on campus or during a school sponsored activity)

A. Workers' Compensation (WC) - What to do if an employee injury or illness requiring professional medical treatment occurs:

1. Refer the employee for appropriate medical treatment. If it is an emergency, call 911 and request an ambulance. If it is not an emergency, refer the employee to the industrial medical facility designated by the employer (unless the employee has pre-designated to use his or her own physician).
2. You may wish to provide a copy of the **Workers' Compensation Contact Card** to the employee or paramedic to facilitate the medical provider's intake of the employee and the billing process.
3. Provide a claim form (**DWC-1**) to the employee within one working day of finding out about an injury or illness.
4. Complete *employer's* portion of the returned DWC-1 form and give a copy to the employee. Retain your copy in a central location - *not* the employee's personnel file **AND** forward the DWC-1 to the CharterSAFE Claim Manager via fax (916) 720-0324 or email: sbedard@chartersafe.org.
5. Complete the **Employee Incident Call-In Report**. Then **immediately call CharterSAFE's claim hotline (877) 263-9904 to report the claim**. The hotline service will complete the state-mandated DLSR 5020 (Employer's First Report) for you and will send a copy to the JPA and the claim adjuster. A claim will automatically be established and the adjuster will make contact.
6. There are state-imposed penalties for late or non-reporting. **Report immediately**.
7. Stay involved and maintain an open dialogue with the employee – don't assume the claim administrator/adjuster is taking care of everything.

charterSAFE

Student Injury Incident

Policy Year: 7/1/15-6/30/16

This is an excess student accident insurance policy for injuries incurred while at school. All other valid & collectible medical and dental insurance policies must be utilized prior to consideration of this policy.

Excess Insurance – Gallagher Student Health &
Special Risk

C/O Special Risk Dept.
500 Victory Rd. Quincy, MA 02171
PH: 877-345-8928 / FAX: 617-479-0860

Policy #: 11KTT8190002

Insurance Questions?
Contact Gallagher Student Health &
Special Risk - 877-345-8928

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Liability Incident Call-In Report

(This form is confidential and should **NOT** be given to parents, guests, or third parties.)

Charter School: _____ Location / Site: _____

School Administrator's name: _____ Title: _____

Address where incident occurred: _____

Type of Incident:

Parent/guest incident ____ Parent/guest complaint/allegation ____ Employee complaint/allegation ____

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM _____ PM _____

Legal complaint or attorney letter received? ____ Yes ____ No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

Cause of incident or complaint (check any that apply):

- Trip/slip/fall
- Allegation of neglect/unsafe conditions
- Allegation of discrimination or abuse
- Employment dispute
- Wrongful termination complaint
- Special education complaint

(Please describe in detail): _____

Comprehensive School Safety Plan

Magnolia Science Academy-4
LAUSD

Lisa Ross, Principal
11330 W. Graham Pl. Los Angeles, CA 90064
(310) 473-2464
lross@magnoliapublicschools.org

A meeting for public input was held on 10/17/16 at Magnolia
Science Academy-4

Reviewed by Law Enforcement on 10/17/2016

Plan Adopted by School Site Council 12/2/16

Plan approved by Magnolia Public Schools Board 12/8/16

Committee members

Lisa Ross, Principal
Sam Fagnoli, Designee
Chiara Johnson, Teacher representative
Sophia Aquino, Parent of attending student
Crystal Pena, Classified employee
LASPD Officer Montezuma #0856

This document is available for public inspection on our school's
website at msa4.magnoliapublicschools.org

School Site Mission

Mission and Vision

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

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

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

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

Employee Preparedness

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

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

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

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

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

Emergency On-Site Personnel

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

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area from 8/16/2016-11/29/2016, based on <http://www.crimemapping.com/map/location/90064?id=> were:
 1. Theft / Larceny
 2. Vehicle Break-In /Theft
 3. Burglary
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS

2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Verify policy is compliant with EC 44691, mandated reporter training-effective January-1-2015. For specific details, refer to Los Angeles County Office of Education Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____
CASE NUMBER: _____

PLEASE PRINT OR TYPE

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		DATE/TIME OF PHONE CALL		
		Street		City	Zip	TELEPHONE ()	
		OFFICIAL CONTACTED - TITLE					
C. VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	TELEPHONE ()	
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	PHYSICALLY DISABLED?	<input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED?		OTHER DISABILITY (SPECIFY)	
	IN FOSTER CARE?			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:		TYPE OF ABUSE (CHECK ONE OR MORE)	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
		<input type="checkbox"/> YES <input type="checkbox"/> NO					
D. INVOLVED PARTIES	VICTIMS						
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	
	1. _____		_____	_____	_____	3. _____	
	2. _____		_____		4. _____		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	BUSINESS PHONE ()	
			HOME PHONE ()				
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	BUSINESS PHONE ()	
			HOME PHONE ()				
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	TELEPHONE ()	
	OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM (One Report per Family, siblings must have same parents/guardians):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

Emergencies

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

- **Fire:**

- In the case of a school fire, the following procedures should be implemented:
- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

- **Medical Emergency:**

- Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.
- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
 - Notify the school office that an individual has been injured and an ambulance has been called.
 - Ask someone to dispatch a first aid/CPR trained employee to the victim.
 - Stay calm. Keep victim warm with a coat or blanket.
 - Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
 - Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

- **Earthquakes:**

- **Certificated and Classified School staff are trained annually on emergency earthquake procedures**

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass,

partitions and shelves. In the case of an earthquake, the following procedures should be followed:

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

Assaults:

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.
- If a serious assault occurs:
- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:
 - If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
 - If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
 - Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
 - Remain inside building unless ordered to evacuate by the Fire Department.
 - Fire Department will advise of further actions to be taken.
 - Do not eat or drink anything or apply cosmetics.
 - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
 - The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

▪ **Civil Disturbance:**

- A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:
 - Notify local law enforcement authorities-Dial 911.
 - If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
 - Do not argue with participant(s).
 - Have all students and employees leave the immediate area of disturbance.
 - If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
 - If the disturbance is inside the building, follow procedures for evacuation of the school site.
 - Follow further instructions as police officials and other local law enforcement authorities issue them.
 - Draft incident report for School Principal, or his/her designee.

• **Vandalism:**

- The following procedures should be used in the case of school vandalism:
 - Notify school principal, or his/her designee.
 - Notify building and ground maintenance personnel.
 - The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
 - If possible, identify the parties involved.
 - Interview witnesses and obtain written statements.
 - Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
 - Notify parents or legal guardian.

- Determine what disciplinary measures are appropriate (in-house or police involvement).
- Determine any monetary restitution issues and amounts.

- **Utility or Power Failure:**
 - The following procedures should be used in case of utility or power failure:
 - Staff and students should remain in classroom until further instruction.
 - Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
 - Staff and students outside of a classroom at the time of the incident should report to main office.
 - Building and grounds personnel report to utility company if necessary.
 - If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

- **Bomb Threat:**
 - Person receiving call:
 - Listen - Do not interrupt caller.
 - If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - Notify School Principal, or his/her designee, immediately.
 - The School Principal, or his/her designee will:
 - Notify Police Department – Dial 911.

- With the assistance of responding law enforcement personnel, conduct a thoroughsearch of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
 - With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
 - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
 - An incident report should be drafted before the end of the workweek.
- **Explosion:**
 - If an explosion occurs at the school, the following procedures should be used:
 - Give DROP AND COVER command.
 - Sound building fire alarm. This will automatically implement action to leave the building.
 - Notify Fire Department – Dial 911.
 - Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Evacuate to outdoor assembly area.
 - Check attendance. Remain with students.
 - Render first aid as necessary.
 - Notify grounds and building personnel.
 - Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.

- Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.
- **Fighting or Riot:**
 - School staff should follow these guidelines when a fight occurs:
 - Send a reliable student to the office to summon assistance.
 - Speak loudly and let everyone know that the behavior should stop immediately.
 - Obtain help from other teachers if at all possible.
 - If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - Call out the names of the involved students (if known) and let them know they have been identified.
 - For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
 - Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
 - Staff should follow these guidelines when a riot occurs:
 - The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.

- Activate needed emergency plans, which may include:
- Instructing office staff to handle communications and initiate lockdown orders.
- Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

- **Hostage Situation:**

- In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - Stay calm.
 - Don't be a hero.
 - Follow instructions of captor.
 - Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
 - Inform captors of medical or other needs.
 - Be prepared to wait; elapsed time is a good sign.
 - Don't try to escape; don't try to resolve situation by force.
 - Be observant and remember everything that is seen or heard.
 - If a rescue takes place, lie on the floor and await instructions from rescuers.
 - The School Principal, or his/her designee, should be responsible for the following:
 - Immediately notify law enforcement.
 - Move other students and teachers completely away from those who are in the hostage situation.
 - Keep everyone as calm as possible.
 - Be prepared to answer questions from media or family.

- **Death of a Student:**

- By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly

the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
 - Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
 - Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
 - If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
 - Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
 - Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.
- **Intruder or Individual with Deadly Weapon / Active Shooter:**
 - If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
 - Avoid confronting the student or gunman.
 - Notify the School Principal, or his/her designee, or school office immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

- The School Principal, or his/her designee, should follow these guidelines:
- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

- **Lock Down**

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

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

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

- Identify the parties involved.
- Notify the School Principal or his/her designee immediately.

- Follow-up with a written incident report, including any witness statements.

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

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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

Fire Drills

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

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

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

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

Annual Inspections

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

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided. Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

Parental Notification

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

Classroom Safety Kits

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

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

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

Suspension and Expulsion Policies

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE**Positive Consequences**

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to

aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

Individual awards/recognition

Classroom awards/recognition

Certificates

Displays

Positive contact with parent/guardian

Special activities (field trips, movie nights, picnics, etc.)

Publications

Assemblies

Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

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

Willfully used force of violence upon the person of another, except self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

Intentionally "hacked" or broken into a School or School affiliated computer system.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a

crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made.

The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

Uphold the suspension

Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

Brandishing a knife at another person. E.C. 48915(c)(2)

Unlawfully selling a controlled substance. E.C. 48915(c)(3)

Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);

Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).

Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).

Robbery or extortion. E.C. 48915(a)(4); 48900(e).

Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.

Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)

First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)

Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

Possessed or used tobacco. E.C. 48900(h); 48915(e)

Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

Possessed an imitation firearm. E.C. 48900(m); 48915(e)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)

Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)

Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I

Must Recommend Expulsion (MANDATORY)

CATEGORY II

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])

Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])

Possessing, selling, or furnishing a firearm

E.C. 48915(c)(1); 48900(b)

Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

Brandishing a knife at another person

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil

E.C. 48915(a)(2); 48900(b)

Unlawfully selling a controlled substance

E.C. 48915(c)(3); 48900(c)

Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana

E.C. 48915(a)(3); 48900(c)

Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n])

E.C. 48915(c)(4); 48900(n)

Robbery or extortion

E.C. 48915(a)(4); 48900(e)

Possession of an explosive

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Assault or battery upon any school employee

E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.

Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of “caused,” the injury is serious. [See II.1])** E.C. 48900(a)(1)

First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)

Caused or attempted to cause damage to school or private property. E.C. 48900(f)

Stole or attempted to steal school or private property. E.C. 48900(g)

Possessed or used tobacco. E.C. 48900(h)

Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)

Knowingly received stolen school or private property. E.C. 48900(l)

Possessed an imitation firearm. E.C. 48900(m)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)

Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)

Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7

Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

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

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

The date and place of the expulsion hearing;

A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of MPS' disciplinary rules which relate to the alleged violation;

Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

Notice of the specific offense committed by the student

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS

The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

The student's name

The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

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

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

The parent has requested an evaluation of the child.

The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (p) Sale of soma
 - (q) Hazing

- (r) Bullying/cyberbullying
- (t) Aiding and abetting
- E.C. 48900.2 Sexual harassment (gr 4-12)
- E.C. 48900.3 Hateviolence(gr 4-12)
- E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7 Terrorist threats against school officials or property
- E.C. 48915 (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915(c)(1) Possessing, selling, furnishing firearm
 - (c)(2) Brandishing a knife at another person
 - (c)(3) Selling a controlled substance
 - (c)(4) Committing or attempting to commit sexual assault or battery
 - (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher
 From: _____, Principal
 Date: _____

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual

harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

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

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

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

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School’s policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved;

any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;

- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report

to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;

- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

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

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS STUDENT UNIFORM POLICY

Pants, shorts, skirts, skorts, or capris are acceptable.

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No Jean style pants.
No Cargo pants/shorts.
Must have a built in pocket not a sewn on pocket.

Undergarments:

Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

Shoes:

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undue attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.
 No brightly colored or glitter eye shadow, or blush.
 Mascara and eyeliner should be minimal.
 Lipstick should be a natural color.

Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.

Colors such as red, blue, purple, green, white, etc. are not permitted.

Hair must be neat, clean, and well kept.

If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.

Excessive "gel" of any kind is not acceptable, and should not be visible.

Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.

Combs may not be left in hair.

No shaving the head bald with a razor. Hair must be at least 1/2 inch on the top and 1/4 inch on the sides and back.

No Mohawks or Fohawks

For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

Smooth, straight edge, all black, all blue or all brown belts no wider than 1 1/2 inches with a plain, unadorned buckle (no mesh, rope, or all metal).

The buckle may only have one catch.

Belt must be of correct waist size, so that there is minimal excess length (less than five inches).

Any excess length of belt must be tucked through a belt loop and may not hang down.

TOP

White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.

Hoods may not be worn at school.

Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)

"Athletic" shoes for the dress code must be completely black, white or brown.

Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white

No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.

BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

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

Visitors should:

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

School personnel should:

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

Visitors who fail to comply with school procedures:

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

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

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

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its "Life Skills" curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking

Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication

Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.

- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

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

Teachers' Rights and Responsibilities:

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

- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exceeding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.

- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

The 2016-17 Life Skills Curriculum addresses the following issues/topics as part of the curriculum:

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

“Life Skills” is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTSC meetings. Our PTSC supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the

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school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

- a. Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
 - a. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015
- b. Collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a plan to address the threat of sexual abuse and sex trafficking. EC 49380 effective January 1, 2015

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- a. Plans include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
- b. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2016
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders
- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.

- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Timeline for implementation: August 2016
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.

- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student improvement team -35 Pending discipline committee outcome -40 Pending discipline committee outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

BEHAVIORAL EXPECTATIONS		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<ul style="list-style-type: none"> ◆ Keep hands to yourself. ◆ Ask for permission to use any equipment, resources or materials. ◆ Use equipment appropriately and for its intended use. ◆ Walk to and from class during transition periods. ◆ Report unsafe behaviors (e.g., bullying) ◆ Remain in assigned areas. ◆ Solve problems peacefully. ◆ If you are unsure of something, seek help from or ask an adult. 	<ul style="list-style-type: none"> ◆ Arrive to class on time and ready to work. ◆ Be on task. ◆ Be prepared each day with school materials. ◆ Give full effort in all work. ◆ Raise hand in class. ◆ Be in proper uniform. ◆ Follow classroom expectations. ◆ Throw away waste in proper receptacle. ◆ Keep campus clean. ◆ Sit in assigned seat. ◆ Respect school property and ask before borrowing other's property. ◆ Use restroom during non-class time. 	<ul style="list-style-type: none"> ◆ Follow the teacher's directions and use positive language with peers. ◆ Acknowledge one's mistakes and correct them. ◆ Be kind to others. ◆ Respect each other's differences. ◆ Respect other's property and personal space. ◆ Use a quiet, conversational voice. ◆ Use polite language such as thank you, you're welcome, and I'm sorry. ◆ If in disagreement, voice concerns respectfully and appropriately. ◆ Cooperate with adults and peers.
Level 1 Infractions		
<ul style="list-style-type: none"> ▪ Invading personal space ▪ Fighting and/or arranging altercations ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area 	<ul style="list-style-type: none"> ▪ Habitually tardy and/or not being in assigned location ▪ Disrupting the learning environment/Off task ▪ Littering ▪ Not having proper materials, supplies, and/or equipment for class participation ▪ Inappropriate use of electronic devices ▪ Dress code violation 	<ul style="list-style-type: none"> ▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ▪ Violation of school/class rules ▪ Passive participation in hurtful acts/words against others ▪ Public display of affection (holding hands, kissing, hugging, etc.) ▪ Disrupting learning environment ▪ Refusing to cooperate and comply with school rules/personnel
Possible Corrective Strategies		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> • Re-teaching school behavior expectations • Having the student apologize and making amends with those affected <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian • Implement a Home to School and School to Home Communication System (e.g., SIS) • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Refer the student to the Reflection Committee 		

Level 2 Infractions		
<ul style="list-style-type: none"> ▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Extortion 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel ▪ Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	<p>Comment [BEH1]: Per our conversation, we wanted to look for a way to ensure consistency between these charts, which are not in the charter but are considered part of the progressive discipline plan referenced in the charter, and the actual suspension/expulsion policy in the charter and herein. Adding this clarifying language seems to address this concern without making a lot of changes or revisions to this chart, which I understand MPS wants to keep with as few changes as possible. Let me know if you have questions.</p>

Level 3 Infractions

<ul style="list-style-type: none"> ▪ Physically assaulting with serious bodily injury ▪ Conduct or habits injurious to others (peers/authority) ▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia ▪ Bullying (harassing, intimidating, cyberbullying) ▪ Fighting and/or arranging altercations ▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Arson, attempting to commit arson and/or possession of explosives ▪ Causing a false fire alarm ▪ Making a bomb/explosive threat ▪ Encouraging other students to violate school rules ▪ Student hazing ▪ Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> ▪ Inappropriate use of electronic devices ▪ Public displays of sexually explicit behavior ▪ Defacing and/or vandalism of school property ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Stealing and/or possessing stolen property ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Lewd conduct ▪ Planning and/or arranging actions with malicious intent ▪ Bullying/cyberbullying ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Writing or drawing obscene /profane language/pictures 			
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Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

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

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

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

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School

Rules:

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

BP 5145.3(a)

NONDISCRIMINATION/HARASSMENT

The County Board desires to ensure equal opportunities for all students in admission and access to LACOE's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. LACOE programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The County Board prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in LACOE. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision. In Juvenile Court Schools, the County Office shall work with County Probation Department on practices and procedures for incarcerated students.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, County Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

Grievance Procedures

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

The County Superintendent or designee will ensure that the student handbook clearly describes LACOE's nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. LACOE's policy may also be posted on the LACOE or school website or any other location that is easily accessible to students.

AR5145.3

General Provisions

1. Definitions

- a. LACOE participant: any individual involved in LACOE programs or activities. This includes employees, students, contractors, vendors, guests and volunteers.
- b. LACOE staff member: any LACOE employee.
- c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
- d. Complaint: a statement regarding how a LACOE program or activity is run or how a LACOE participant was treated while involved in a LACOE program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.

(1) Examples of complaints based on discriminatory behavior:

- (a) Sexual harassment, assault, battery
- (b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. "Harassment" occurs when these words or conduct create a hostile or intimidating environment

that prevents the target of harassment from being able to pursue educational goals or to participate fully in LACOE programs or activities.

(c) Denial of educational opportunities

(d) Abuse or neglect

(e) Inaccurate student records

(2) In accordance with the Uniform Complaint Procedure, LACOE will assist in referring certain complaints to specified agencies.

e. Concern: a statement regarding how a LACOE program or activity is run or how a LACOE participant was treated while involved in a LACOE program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.

f. Target: LACOE participant who is the target of discriminatory behavior.

g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.

Notice of LACOE Policy

1. Each LACOE site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.

2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.

3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.

4. Notice may also be provided by:

a. Publication in local newspapers, newsletters or magazines operated by LACOE or the site.

b. Distribution with other written communications to LACOE participants and their parents.

c. Incorporation in mandatory Health Education classes.

d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.

Procedure for Filing a Concern or Complaint

1. LACOE encourages any student who has a concern or complaint about alleged discrimination in how a LACOE program or activity is run to report the concern/complaint to a LACOE Principal or administrator.
2. The LACOE staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty-eight (48) hours after the student's report. The LACOE staff member will make a written note that the report was forwarded to the Principal or administrator.
3. A student who wishes to resolve a concern or complaint with LACOE should make this report to a LACOE staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.
 - a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.
 - b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.
 - (1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.
 - (2) If a complainant confides in another LACOE participant that s/he believes s/he has complaint or concern, the LACOE participant is encouraged to support the complainant in reporting the misconduct to the school.
 - c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.
 - d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:
 - (1) When the misconduct occurred
 - (2) Who was involved (as a complainant, as a PCQ, as a witness)
 - (3) Where the incident occurred
 - (4) What happened
 - (5) How the complainants responded to the incident
 - (6) Any related incidents (for example, similar conduct or similar people involved)
 - (7) Any other information regarding the incident that may help the investigation.
 - e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.

- (1) The complainant is not required to take this step.
- (2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.
- (3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.

4. Confidentiality

a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.

- (1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.
- (2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.
- (3) The parent/guardian of the complainant should also be notified.

b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.

- (1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.
- (2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.

c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.

- (1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal
- (2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence
- (2) If retaliation is substantiated, or proven, and if the retaliator is LACOE staff, the retaliator is subject to disciplinary measures under Personnel Policies.

Investigations of Complaints

1. LACOE treats student complaints seriously.

- a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.
- b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.
- c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.
- d. Fact-finding for the investigation will be objective and will focus on the following factors:
 - (1) The age of the complainant(s).
 - (2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).
 - (3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading).
 - (4) The number of related incidents.
 - (5) The location of the incidents.
 - (6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant).
 - (7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)
 - (8) Any prior substantiated complaints
 - (9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)
- e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations.

f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress.

(1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where LACOE is required by law to continue, or where sufficient information has been gathered to show a problem, LACOE shall move forward with appropriate corrective action without the complainant's participation.

(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:

(1) A description of the incident

(2) The complainant's claims

(3) The PCQ's response

(4) The results of the investigation's fact-finding:

(a) The results should include all investigated facts and evidence from the factors listed above.

(b) The investigator should include all documents relevant to the complaint and investigation.

(c) These facts and evidence will be summarized objectively.

(5) Conclusions based on the factual findings

(a) The facts will be reviewed impartially.

(b) The investigator will prepare a conclusion for each of the complainant's claims.

(c) Conclusions will be directly tied to the underlying facts supporting them.

(d) Conclusions will clearly state whether or not misconduct occurred.

(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.

2. LACOE will maintain records of all investigations into misconduct claims.

- a. These records will be confidential.
- b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.
- c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.

Consequences

1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.

2. Counseling services should be offered to both the complainant and the PCQ.

3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:

- a. A written warning
- b. A formal written apology from the PCQ to the complainant
- c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
- d. Detention
- e. Community service

4. Appeal of determination of misconduct

a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.

b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.

(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.

(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.

5. Unsubstantiated complaints

- a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.
- b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.
- c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.
- d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. LACOE staff shall assist the Target by providing contact information.

6. If the PCQ is a LACOE staff member, refer to Personnel policies regarding employee discipline.

7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences

BP 5131.2(a)

BULLYING

The County Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. The County Superintendent will establish student safety as a high priority and will not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. *Cyberbullying* includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, County Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, LACOE and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of LACOE and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

LACOE will provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff will receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the County Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the County Superintendent or designee will develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the County Superintendent or designee will notify the parents/guardians of victims and perpetrators. The County Superintendent or designee also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the County Superintendent or designee will investigate and document the activity and will identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or involuntary transfer back to the district of residence, in accordance with LACOE policies and regulations.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten LACOE property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with LACOE policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Safety Goals:

Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders



Off-Site Assembly Area:

Primary Address: Richland Elementary

Primary Contact: Gerard Grande Primary Phone #: 310-473-0467

Backup Off-Site Assembly Area:

Backup Address: Clover Elementary

Backup Contact: Sharon Fabian Backup Phone #: 310-479-7739

Site Plan Map



Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____
TEACHER'S ASSISTANT'S NAME: _____ **PRESENT:**
YES ____ **NO** ____
PARENT VOLUNTEER(S): _____ **PRESENT:**
YES ____ **NO** ____
STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ____ **NO** ____

TYPE OF EMERGENCY DRILL:
FIRE: ____ **DROP/TAKE COVER:** ____ **EARTHQUAKE:** ____ **LOCK**
DOWN: ____
SHELTER IN-PLACE: ____ **EVACUATION:** ____
OTHER: _____

MISSING OR UNACCOUNTED FOR:

ALL STUDENTS ACCOUNTED FOR: YES: ____ NO: ____
--

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION
-------------------	-----------------

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:
--------------------------------	--------------------------------

EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then go to <http://emergencydrills.lausd.net> (please note that you must be on the LAUSD network for this address to work); enter the data and receive your certificate.

(Choose one)

- | | |
|---|--|
| <input type="checkbox"/> Fire
<input type="checkbox"/> Earthquake drill with evacuation
<input type="checkbox"/> Shelter in Place | <input type="checkbox"/> Drop/Cover/Hold or "Drop"
<input type="checkbox"/> Campus Protection or "Lockdown" |
|---|--|

Date: ___/___/___

Name: _____ Position: _____

E-Mail: _____ Location Code: _____

1. What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: _____ (am / pm) Time Drill Completed: _____ (am / pm)

3. Total number of staff involved in the drill activity?
 4. Total number of students involved in the drill activity?
 5. Did any special needs students participate in the drill? If yes, about how many?
 6. Did you encounter any challenges with the special needs children? (Y/N)
 7. If yes, please describe challenges: _____

(Omit #8 for Drop/Cover/Hold or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? _____ (minutes)
 (Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N)
 10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)
 11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during:
 (Check all that apply)
 Yes, during the planning of the drill. Yes, during the execution of drill.
 Yes, after the drill. No, we did not use the Safe School Plan.

(Omit #12, 13 & 14 for Drop/Cover/Hold or "Drop")

12. Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storing area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.
 13. Were parents notified either before or after the drill? (Y/N)
 14. How were parents notified? (method)
 15. Did any parents participate in drill? If yes, about how many?
 16. What did parents do? _____
 17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

Page 91 of 98

18. Did you encounter problems with any of the following?
(Omit # "d, e, & f" for Drop/Cover/Hold or "Drop")
(Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

19. Using a grading scale from A through F, please grade the following:
(Omit "a, b, & c" for Drop/Cover/Hold or "Drop")
(Omit "a" for Campus Protection or "Lockdown")

	A	B	C	D	F
a. Student behavior during evacuation procedure					
b. Student accounting					
c. Staff accounting					
d. Performance of alert system					
e. Performance of members of the school safety team					
f. Overall student performance					
g. Overall staff performance					

20. Did you debrief after the drill? (Y/N)
 21. What were the three top lessons learned?

1. _____
2. _____
3. _____

22. How can this drill be improved in the future?

Questions can be directed to emergencyservices@lausd.net or 213-241-3889.
 This form may also be downloaded at <http://emergencyservices.lausd.net>

Claims Reporting Quick Reference Guide

Policy Year: 7/1/2015-- 6/30/2016

Workers' Compensation, Property/Liability, & Student Accident

Reportable Claims Include:

Your Primary Claims Contact Is: Sue Bedard

Risk and Claims Manager Phone (818) 709-- 1570

Toll Free (855) 394-- 5939 sbedard@chartersafe.org

Forms and instructions available at www.chartersafe.org.

A. Workers' Compensation (WC) Incident/Injury Claims (employees injured or claiming to be injured as a result of their job duties)

B. Property/Liability Claims/ Guest Accident Claims (claims made against the school, employment liability, guest slip/falls, school-- owned property theft or damage, etc.)

C. Student Accident Claims (student injuries beyond first aid on campus or during a school sponsored activity)

A. Workers' Compensation (WC) -- What to do if an employee injury or illness requiring professional medical treatment occurs:

1. Refer the employee for appropriate medical treatment. If it is an emergency, call 911 and request an ambulance. If it is not an emergency, refer the employee to the industrial medical facility designated by the employer (unless the employee has pre-- designated to use his or her own physician).
2. You may wish to provide a copy of the **Workers' Compensation Contact Card** to the employee or paramedic to facilitate the medical provider's intake of the employee and the billing process.
3. Provide a claim form (**DWC-- 1**) to the employee within one working day of finding out about an injury or illness.
4. Complete *employer's* portion of the returned DWC-- 1 form and give a copy to the employee. Retain your copy in a central location -- *not* the employee's personnel file **AND** forward the DWC-- 1 to the CharterSAFE Claim Manager via fax (916) 720-- 0324 or email: sbedard@chartersafe.org.
5. Complete the **Employee Incident Call-- In Report**. Then **immediately call CharterSAFE's claim hotline (877) 263-- 9904 to report the claim**. The hotline service will complete the state-- mandated DLSR 5020 (Employer's First Report) for you and will send a copy to the JPA and the claim adjuster. A claim will automatically be established and the adjuster will make contact.
6. There are state-- imposed penalties for late or non-- reporting. **Report immediately**.
7. Stay involved and maintain an open dialogue with the employee -- don't assume the claim administrator/adjuster is taking care of everything.

B. Property/Liability Claims -- What to do if school-- owned vehicle or property is damaged or stolen, liability claim is made against the school, or a guest injury occurs on your premises.

Any sexual abuse incident/allegation or claim asserted against the school must be reported as soon as it is brought to the attention of the school, regardless if a demand letter has been received or not. A delay in reporting could result in a lapse of coverage.

1. Complete either the **Liability Incident Call-- In Report** or the **Property/Vehicle Loss Incident Call-- In Report** based upon the nature of the incident. *(These forms are confidential and should NOT be given to guests or third parties.)*
2. Then **immediately call CharterSAFE's claim hotline (877) 263-- 9904 to report the claim**. A claim file will automatically be established and an adjuster will make contact. *(This report is confidential and should NOT be given to guests or third parties.)* Note: The hotline is a vendor-- provided service that is available 24/7 and will contact CharterSAFE immediately in an emergency; they may not be able to answer all of your questions. For claim assistance please call (855) 394-- 5939.

C. Student Accident Claims -- What to do if a student injury requiring professional medical treatment occurs (anything beyond basic first aid, such as ice or a bandaid):

1. Provide first aid, refer student to the family's choice of medical provider, or if needed, call 911 for emergency medical treatment; contact parent/guardian per school policy. Inform the parent that the Student Accident Insurance is available.*
2. If the family wishes to file a Student Accident claim, the school should complete Part I of the **Gallagher Koster/BMI Benefits claim form** and sign it, then provide the parent/guardian with the Gallagher Koster/BMI

Benefits claim form and the instruction sheet. Also, provide the **Student Injury Incident Card** to the family to take with them to the medical provider.

3. If professional medical services beyond first aid were needed or recommended to the family, complete the **Student Accident Call-- In Report**. (This form is confidential and should **NOT** be given to parents or students.)

4. Then **immediately call the CharterSAFE Hotline at (877) 263-- 9904** and make a verbal report of the injury so a report number may be assigned and referenced if litigation occurs. (This report is confidential and should **NOT** be given to parents or guests.) Note: This is not considered to be "filing a claim" – the parents must also complete the **Gallagher Koster/BMI Benefits** claim form and send it to the insurance company, along with the requested documents.

* The Student Accident Insurance (SAI) provided by CharterSAFE covers medical expenses arising from student injuries. The family's health insurance is primary, but if there is no health insurance, the SAI becomes primary. SAI is a no-- fault insurance coverage and claims do not impact the school's loss ratio. If parents are made aware of the coverage immediately following an incident, the likelihood of a lawsuit is reduced. The SAI covers students only when they are injured on campus or participating in a school-- sponsored off-- campus activity.

charterSAFE

Liability Incident Call-In Report

(This form is confidential and should **NOT** be given to parents, guests, or third parties.)

Charter School: _____ Location / Site:

School Administrator's name: _____
Title: _____

Address where incident occurred:

Type of Incident:

Parent/guest incident ____ Parent/guest complaint/allegation ____ Employee
complaint/allegation ____

Name of person(s) filing complaint:

Date of incident: _____ Time: _____ AM _____ PM _____

Legal complaint or attorney letter received? ____ Yes ____ No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred:

Staff member responsible at the time of this incident:

Contact Information: Phone: _____ Email Address:

Name of person to whom the incident/complaint was reported:

Contact Information: Phone: _____ Email Address:

If the incident/complaint was not reported immediately, why not?

Cause of incident or complaint (check any that apply):

- | | |
|--|---|
| <input type="checkbox"/> Trip/slip/fall | <input type="checkbox"/> Employment dispute |
| <input type="checkbox"/> Allegation of neglect/unsafe conditions | <input type="checkbox"/> Wrongful termination complaint |
| <input type="checkbox"/> Allegation of discrimination or abuse | <input type="checkbox"/> Special education complaint |

(Please describe in detail): _____

Check any of the following possible causes which may apply:

- | | |
|--|---|
| <input type="checkbox"/> Failure to follow proper policy | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Inattention | <input type="checkbox"/> Act of other |
| <input type="checkbox"/> Carelessness | <input type="checkbox"/> Alcohol/drug use |
| <input type="checkbox"/> Unreasonable demands | <input type="checkbox"/> Unsafe act |

What steps have been taken or recommended to prevent or reduce the likelihood of a recurrence?

Comments:

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

Do not fax report; the JPA will receive a copy from the hotline.

charterSAFE

Student Injury Incident
Policy Year: 7/1/15-6/30/16

This is an excess student accident insurance policy for injuries incurred while at school. All other valid & collectible medical and dental insurance policies must be utilized prior to consideration of this policy.

Excess Insurance – Gallagher Student Health &
Special Risk
C/O Special Risk Dept.
500 Victory Rd. Quincy, MA 02171
PH: 877-345-8928 / FAX: 617-479-0860
Policy #: 11KTT8190002

Insurance Questions?
Contact Gallagher Student Health &
Special Risk - 877-345-8928

Emergency Drill Calendar:

MSA-4 Emergency Drills Schedule
2017-2018 Academic Year

- August 2017 August Fire Drill
- September 2017 September Drop and Cover Drill
- September 2017 Semester Lock Down/Shelter in Place Drill
- October 2017 October Fire Drill
- October 2017 October Drop and Cover - Shake Out Earthquake Drill
- November 2017 November Drop and Cover Drill
- November 2017 November Fire Drill
- December 2017 December Drop and Cover Drill
- December 2017 Semester Take Cover Drill
- December 2017 December Fire Drill
- January 2018 Semester Lock Down/Shelter in Place Drill
- January 2018 January Drop and Cover Drill
- January 2018 Semester Take Cover Drill
- January 2018 January Fire Drill
- February 2018 February Fire Drill
- February 2018 February Drop and Cover - Earthquake Drill
- March 2018 March Drop and Cover Drill
- March 2018 March Fire Drill
- April 2018 April Drop and Cover Drill
- April 2018 April Fire Drill
- May 2018 May Drop and Cover Drill
- May 2018 May Fire Drill
- June 2018 June Drop and Cover Drill
- June 2018 June Fire Drill

Comprehensive School Safety Plan

Magnolia Science Academy-5
LAUSD

Brad Plonka, Principal
18230 Kittridge St, Reseda, CA 91335
(818) 705-5676
bplonka@magnoliapublicschools.org

A meeting for public input was held on December 2nd, 2016
at Magnolia Science Academy-5

Reviewed by Law Enforcement on October 26th, 2016

Plan Adopted by School Site Council November 30th, 2016

Plan approved by Magnolia Public Schools Board December
8th, 2016

Committee members

Brad Plonka, Principal
Adrian Uribe, designee
Elaine Nardini, Teacher representative
Kemal Fazla, Teacher representative
Brenda Rosas, Parent of attending student
Elizabeth Ascencio, Parent of attending student
Elena Carillo, Parent of attending student
Marilyn Anaya, Classified employee
Kimberly Pabon, Student
Katherine Aguilar Monzon, Student
Cassandra Esparza, Student
Capt. Rafael Ramirez, LAPD

This document is available for public inspection on our school's website at msa5.magnoliapublicschools.org

Mission and Vision

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

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

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

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

Employee Preparedness

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

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

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

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

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

Emergency On-Site Personnel

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

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 1. Vehicle Break-in/Theft
 2. Larceny
 3. Burglar
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS

Appropriate Programs and Strategies that Provide School Safety

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.

- f. Parent/Student Handbook
- g. School Safety Committee
- h. Discipline Committee
- i. Administration
- j. Local School Administration
- k. School Site Council
- l. Parent Task Force
- m. Student Leadership
- n. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed

nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the

presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED - TITLE					TELEPHONE ()				
C. VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> PHYSICALLY DISABLED?	<input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED?		OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IN FOSTER CARE?		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			TYPE OF ABUSE (CHECK ONE OR MORE)			
	<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND		<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT		<input type="checkbox"/> OTHER (SPECIFY)			
RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	1. NAME		BIRTHDATE	SEX	ETHNICITY	3. NAME		BIRTHDATE	SEX	ETHNICITY
	2. _____		_____		4. _____		_____		_____	
	VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
	SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS			Street	City	Zip	TELEPHONE ()		
		OTHER RELEVANT INFORMATION								
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

DEFINITIONS AND INSTRUCTIONS ON REVERSE

SS 8572 (Rev. 12/02)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

Emergencies

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

Fire:

- In the case of a school fire, the following procedures should be implemented:
- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency:

- Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.
- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
 - Provide the following information:
 - School name and phone number.

- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes:

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:
 - Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
 - After shaking stops, check for injuries, and render first aid.
 - If ordered by School Principal or his/her designee, evacuate.
 - Do not return to building.
 - Do not light any fires.
 - Keep a safe distance from any downed power lines.
 - Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
 - Stay alert for aftershocks.
 - Beware that shaking may activate fire alarm or sprinkler systems.
 - Elevators and stairways will need to be inspected for damage before they can be used.
 - School principal, or his/her designee, will issue further instructions.
 - Certificated and classified school staff are trained annually on emergency earthquake procedures.

Assaults:

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee.

The School Principal (or designee) will determine if law enforcement officials should be notified.

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

Hazardous Materials:

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:
- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
- School name.
- Building address, including nearest cross street(s).
- Your name and phone number.
- Location of the spill and/or materials released.
- Characteristics of spill (colors, smells, visible gases).
- Name of substance, if known.
- Injuries, if any.
- Notify buildings and grounds personnel.
- Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance:

- A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:
- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism:

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

Utility or Power Failure:

- The following procedures should be used in case of utility or power failure:
- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.

- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

- Person receiving call:
- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.
- The School Principal, or his/her designee will:
- Notify Police Department – Dial 911.
- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
- Classrooms and work areas.
- Public areas - foyers, office bathrooms and stairwells.
- Lockers and unlocked closets.
- Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
- Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion:

- If an explosion occurs at the school, the following procedures should be used:
- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
- School name.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.

- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riot:

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

Staff should follow these guidelines when a riot occurs:

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
- Instructing office staff to handle communications and initiate lockdown orders.
- Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.

- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation:

- In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.
- The School Principal, or his/her designee, should be responsible for the following:
- Immediately notify law enforcement.
- Move other students and teachers completely away from those who are in the hostage situation.
- Keep everyone as calm as possible.
- Be prepared to answer questions from media or family.

Death of a Student:

- By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:
- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.

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

Intruder or Individual with Deadly Weapon/Active Shooter:

- If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- The School Principal, or his/her designee, should follow these guidelines:
- Notify law enforcement immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Determine the level of threat. If the level of threat is high, call for additional backup.
- Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
- If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.

- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

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

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

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

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

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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

Fire Drills

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

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class

and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

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

Annual Inspections

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

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial

- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

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

Parental Notification

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

Classroom Safety Kits

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

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

- Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages

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

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

Suspension and Expulsion Policies

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

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

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

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

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

Willfully used force of violence upon the person of another, except self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact

upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

Intentionally "hacked" or broken into a School or School affiliated computer system.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

Uphold the suspension

Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

Brandishing a knife at another person. E.C. 48915(c)(2)

Unlawfully selling a controlled substance. E.C. 48915(c)(3)

Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);

Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).

Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).

Robbery or extortion. E.C. 48915(a)(4); 48900(e).

Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.

Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)

First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)

Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

Possessed or used tobacco. E.C. 48900(h); 48915(e)

Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

Possessed an imitation firearm. E.C. 48900(m); 48915(e)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)

Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)

Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I

Must Recommend Expulsion (MANDATORY)

CATEGORY II

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])

Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])

Possessing, selling, or furnishing a firearm

E.C. 48915(c)(1); 48900(b)

Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

Brandishing a knife at another person

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil

E.C. 48915(a)(2); 48900(b)

Unlawfully selling a controlled substance

E.C. 48915(c)(3); 48900(c)

Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana

E.C. 48915(a)(3); 48900(c)

Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n])

E.C. 48915(c)(4); 48900(n)

Robbery or extortion

E.C. 48915(a)(4); 48900(e)

Possession of an explosive

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Assault or battery upon any school employee

E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,

(2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.

Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1)

First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)

Caused or attempted to cause damage to school or private property. E.C. 48900(f)

Stole or attempted to steal school or private property. E.C. 48900(g)

- Possessed or used tobacco. E.C. 48900(h)
- Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
- Knowingly received stolen school or private property. E.C. 48900(l)
- Possessed an imitation firearm. E.C. 48900(m)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)
- Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)
- Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)
- Made terrorist threats against school officials or school property, or both. E.C. 48900.7
- Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

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

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

The date and place of the expulsion hearing;

A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of MPS' disciplinary rules which relate to the alleged violation;

Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

Notice of the specific offense committed by the student

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS

The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

The student's name

The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if

Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

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

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

The parent has requested an evaluation of the child.

The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding

suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900** (a)(1) Mutual fight (a)(2) Assault/Battery
 (b) Possessed, sold or furnished dangerous object
 (c) Controlled substance/alcohol
 (d) Imitation controlled substance
 (e) Robbery/extortion
 (f) Vandalism
 (g) Theft
 (h) Tobacco/nicotine products
 (i) Obscene act, habitual profanity/vulgarity
 (j) Drug paraphernalia
 (k) Disruptive/willfully defiant behavior (grades 4-12)
 (l) Received stolen property
 (m) Imitation firearm
 (n) Sexual assault or battery
 (o) Harassed/threatened witness
 (p) Sale of soma
 (q) Hazing
 (r) Bullying/cyberbullying
 (t) Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
E.C. 48900.3 Hate violence (gr 4-12)
E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915(c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

Confidential

Memorandum

To: _____, Teacher

From: _____, Principal

Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.

Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and

professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

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

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

- Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
- Identify the parties involved.
- Seek written documentation from witnesses.
- Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
- Notify parents or legal guardian and appropriate school personnel of incident.

- Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was

involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;

- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

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

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS STUDENT UNIFORM POLICY

Pants, shorts, skirts, skorts, or capris are acceptable.

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.

Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.

Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.

Pants may not be made from legging or jegging material.

Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.

The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.

Socks may not be worn over pants.

Rubber bands are not allowed on the bottom of pants or ankles.

No Jean style pants.

No Cargo pants/shorts.

Must have a built in pocket not a sewn on pocket.

Undergarments:

Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.

Undershirts must be short-sleeved if worn.

The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.

Under shirt may not hang out of sleeves.

Shoes:

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

Should be modest, appropriate for school, and not attract undue attention.

Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.

No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.

Facial, tongue, and body piercing are not allowed.

Bracelets: Must be tasteful and not attract undue attention.

Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.

Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.

Colors such as red, blue, purple, green, white, etc. are not permitted.

Hair must be neat, clean, and well kept.

If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.

Excessive "gel" of any kind is not acceptable, and should not be visible.

Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.

Combs may not be left in hair.

No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.

No Mohawks or Fohawks

For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).

The buckle may only have one catch.

Belt must be of correct waist size, so that there is minimal excess length (less than five inches).

Any excess length of belt must be tucked through a belt loop and may not hang down.

TOP

White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.

Hoods may not be worn at school.

Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)

"Athletic" shoes for the dress code must be completely black, white or brown.

Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white

No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.

BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

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

Visitors should:

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

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.

5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

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

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

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

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.

- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

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

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and

submit to the authority of teachers of the school.” Education Code, § 48900 et seq.

- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

- Attendance: Each student’s attendance (tardy/absence) is recorded daily (by each teacher) in ‘real-time.’ This is one method our parents can monitor their child’s attendance in each class daily.
- Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
- Behavior: Each student receives a ‘Behavior” grade that is recorded on CoolSIS.
- Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
- CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school’s expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
- Communication: CoolSIS provides another effective method for parents, students and teachers and the school’s leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child’s academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school’s website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child’s education, and our teachers have the support of the families in doing so.

Parent Task Force

Our Parent Task Force (PTF) holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school’s areas of needs and as family to create a community

within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2015
 - Budget: None

- Evaluation guidelines: Surveys, Feedback from stakeholders
- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.

- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
 - Have a hall pass if you are outside of the classroom during class time.
 - Not visit with friends or interrupt another classroom.
 - Not misuse the hall pass as it will result in loss of the hall pass privilege.
 - Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch reflection -25 Shadowed by parent for a day and one hour after school reflection -30 Student improvement team -35 Pending reflection committee outcome -40 Pending reflection committee outcome -45 Pending reflection committee outcome -50 Discipline hearing with reflection committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Level 2 Infractions		
<ul style="list-style-type: none"> ▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Extortion 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel ▪ Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Level 3 Infractions		
<ul style="list-style-type: none"> ▪ Physically assaulting with serious bodily injury ▪ Conduct or habits injurious to others (peers/authority) ▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia ▪ Bullying (harassing, intimidating, cyberbullying) ▪ Fighting and/or arranging altercations ▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Arson, attempting to commit arson and/or possession of explosives ▪ Causing a false fire alarm ▪ Making a bomb/explosive threat ▪ Encouraging other students to violate school rules ▪ Student hazing ▪ Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> ▪ Inappropriate use of electronic devices ▪ Public displays of sexually explicit behavior ▪ Defacing and/or vandalism of school property ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Stealing and/or possessing stolen property ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Lewd conduct ▪ Planning and/or arranging actions with malicious intent ▪ Bullying/cyberbullying ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Writing or drawing obscene /profane language/pictures
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

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

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

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

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

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

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

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

Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences

Safety Goals:

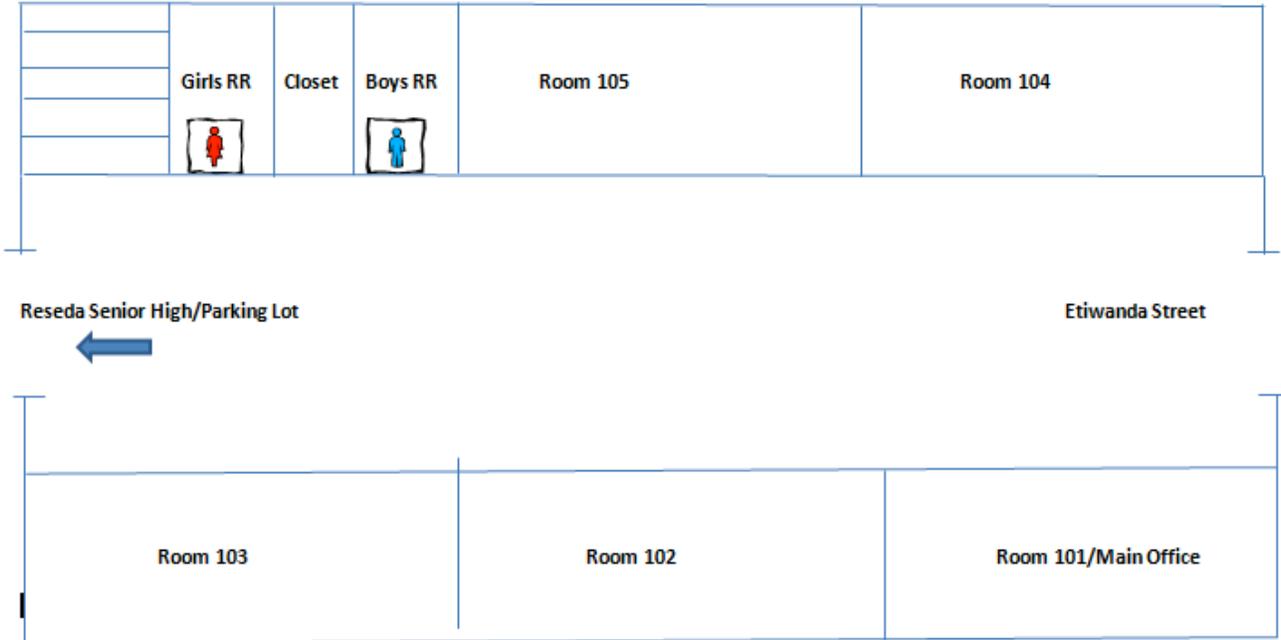
Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

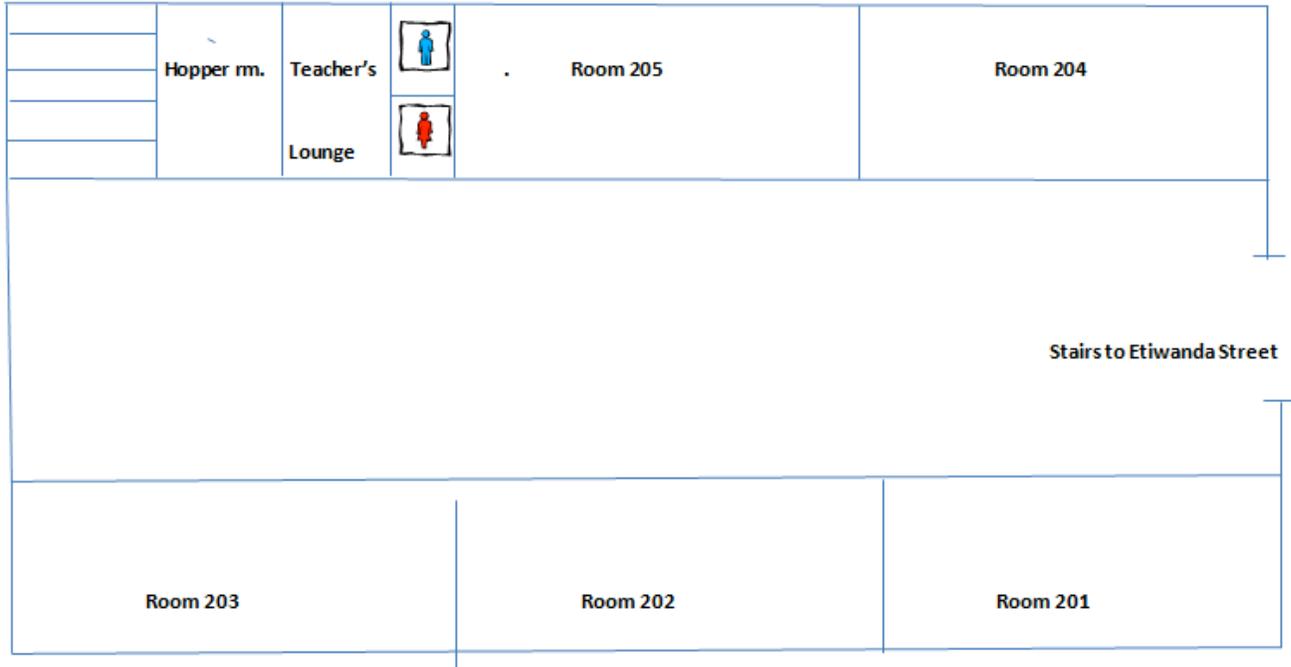
Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

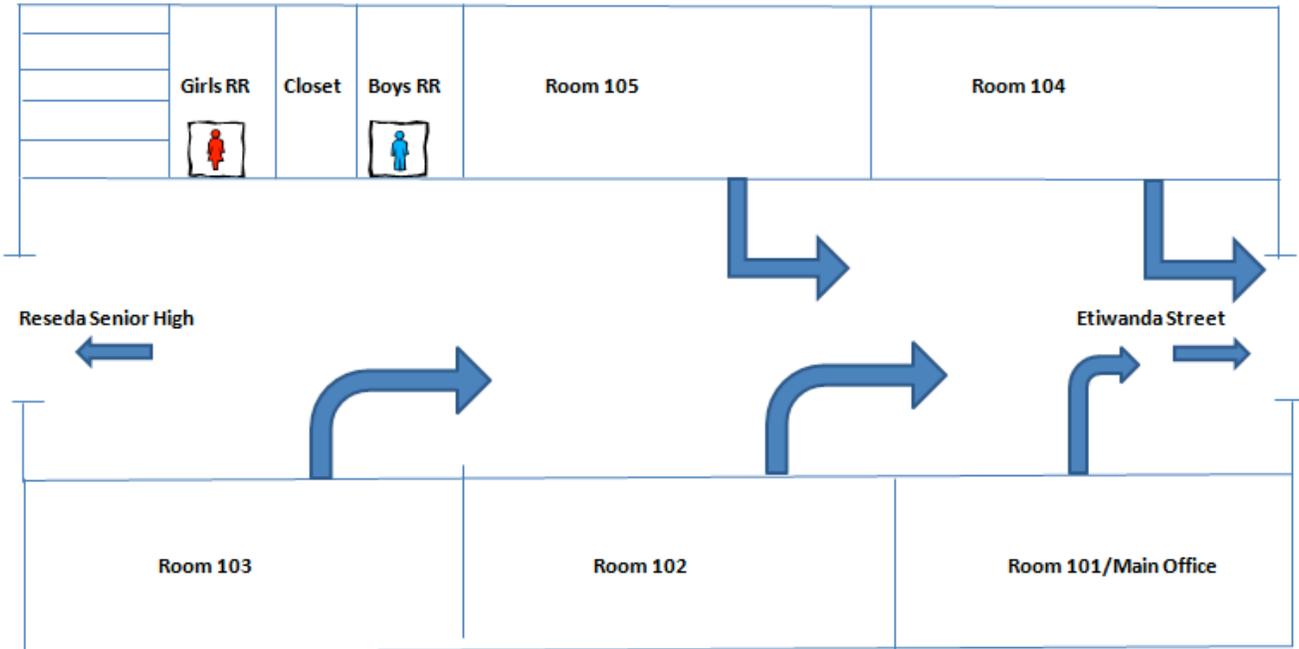
First Floor Plan



Second Floor Plan

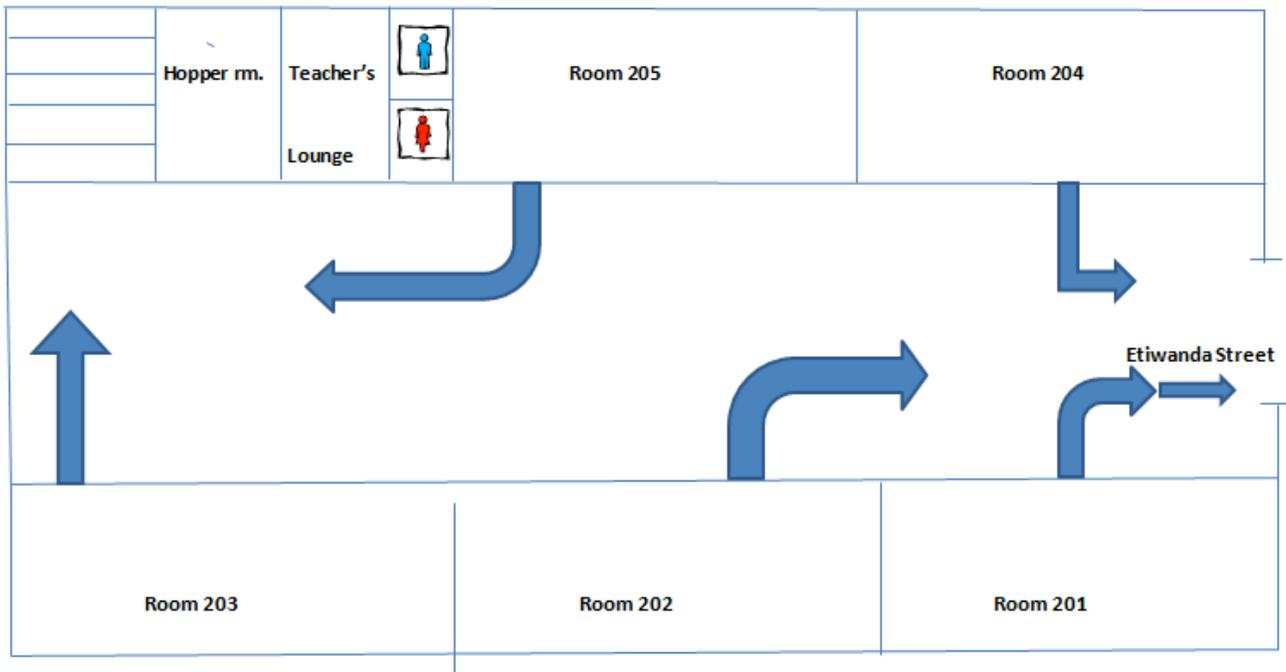


First Floor Evacuation Plan



*All rooms will use the doors off of Etiwanda and meet at their assigned meeting area.

Second Floor Evacuation Plan



*Rooms 203, 205, and Teacher's Lounge will use the Southeast stair case and go to the first floor and exit the building doors off of Etiwanda and meet at their assigned meeting area.. Rooms 201, 202, and 204 will use the Etiwanda Street Doors on the second floor and exit to their assigned meeting area.

[REDACTED]

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Claims Reporting Quick Reference Guide

Policy Year: 7/1/2015-6/30/2016

Workers' Compensation, Property/Liability, & Student Accident

Your Primary Claims Contact Is:

Sue Bedard

Risk and Claims Manager

Phone (818) 709-1570

Toll Free (855) 394-5939

sbedard@chartersafe.org

Forms and instructions available
at www.chartersafe.org.

Reportable Claims Include:

A. Workers' Compensation (WC) Incident/Injury Claims (employees injured or claiming to be injured as a result of their job duties)

B. Property/Liability Claims/ Guest Accident Claims (claims made against the school, employment liability, guest slip/falls, school-owned property theft or damage, etc.)

C. Student Accident Claims (student injuries beyond first aid on campus or during a school sponsored activity)

A. Workers' Compensation (WC) - What to do if an employee injury or illness requiring professional medical treatment occurs:

1. Refer the employee for appropriate medical treatment. If it is an emergency, call 911 and request an ambulance. If it is not an emergency, refer the employee to the industrial medical facility designated by the employer (unless the employee has pre-designated to use his or her own physician).
2. You may wish to provide a copy of the **Workers' Compensation Contact Card** to the employee or paramedic to facilitate the medical provider's intake of the employee and the billing process.
3. Provide a claim form (**DWC-1**) to the employee within one working day of finding out about an injury or illness.
4. Complete *employer's* portion of the returned DWC-1 form and give a copy to the employee. Retain your copy in a central location - *not* the employee's personnel file **AND** forward the DWC-1 to the CharterSAFE Claim Manager via fax **(916) 720-0324** or email: **sbedard@chartersafe.org**.
5. Complete the **Employee Incident Call-In Report**. **Then immediately call CharterSAFE's claim hotline (877) 263-9904 to report the claim.** The hotline service will complete the state-mandated DLSR 5020 (Employer's First Report) for you and will send a copy to the JPA and the claim adjuster. A claim will automatically be established and the adjuster will make contact.
6. There are state-imposed penalties for late or non-reporting. **Report immediately.**
7. Stay involved and maintain an open dialogue with the employee – don't assume the claim administrator/adjuster is taking care of everything.

charterSAFE

Student Injury Incident

Policy Year: 7/1/15-6/30/16

This is an excess student accident insurance policy for injuries incurred while at school. All other valid & collectible medical and dental insurance policies must be utilized prior to consideration of this policy.

Excess Insurance – Gallagher Student Health &
Special Risk

C/O Special Risk Dept.
500 Victory Rd. Quincy, MA 02171
PH: 877-345-8928 / FAX: 617-479-0860

Policy #: 11KTT8190002

Insurance Questions?
Contact Gallagher Student Health &
Special Risk - 877-345-8928

charterSAFE

Liability Incident Call-In Report

(This form is confidential and should **NOT** be given to parents, guests, or third parties.)

Charter School: _____ Location / Site: _____

School Administrator's name: _____ Title: _____

Address where incident occurred: _____

Type of Incident:

Parent/guest incident Parent/guest complaint/allegation Employee complaint/allegation

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM _____ PM _____

Legal complaint or attorney letter received? Yes No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

Cause of incident or complaint (check any that apply):

- Trip/slip/fall
- Allegation of neglect/unsafe conditions
- Allegation of discrimination or abuse
- Employment dispute
- Wrongful termination complaint
- Special education complaint

(Please describe in detail): _____

Emergency Drill Calendar:

MSA-5 Emergency Drills Schedule
2017-2018 Academic Year

- August 2017 August Fire Drill
- September 2017 September Drop and Cover Drill
- September 2017 Semester Lock Down/Shelter in Place Drill
- October 2017 October Fire Drill
- October 2017 October Drop and Cover - Shake Out Earthquake Drill
- November 2017 November Drop and Cover Drill
- November 2017 November Fire Drill
- December 2017 December Drop and Cover Drill
- December 2017 Semester Take Cover Drill
- December 2017 December Fire Drill
- January 2018 Semester Lock Down/Shelter in Place Drill
- January 2018 January Drop and Cover Drill
- January 2018 Semester Take Cover Drill
- January 2018 January Fire Drill
- February 2018 February Fire Drill
- February 2018 February Drop and Cover - Earthquake Drill
- March 2018 March Drop and Cover Drill
- March 2018 March Fire Drill
- April 2018 April Drop and Cover Drill
- April 2018 April Fire Drill
- May 2018 May Drop and Cover Drill
- May 2018 May Fire Drill
- June 2018 June Drop and Cover Drill
- June 2018 June Fire Drill

Comprehensive School Safety Plan

Comprehensive School Safety Plan

Magnolia Science Academy-6

LAUSD

John Terzi, Principal
3754 Dunn Drive, Los Angeles CA 90034
(310)842-8555
Jterzi@magnoliapublicschools.org

A meeting for public input was held on December 1st, 2016 at Magnolia Science Academy-6

Plan Adopted by School Site Council on October 31st, 2016
Reviewed by Law Enforcement on December 6th, 2016
Plan approved by Magnolia Public Schools Board on December 8th, 2016

Committee members

John Terzi, Principal
James Choe, Assistant Principal
Mahya Babaie – Teacher representative
Lorena Dimas - Parent representative
Maria Huevo, Classified employee
Officer Reyes, LAPD, Officer
Judith Soto - Student representative
Rah-San Bailey- Student representative
Katherine Arriola - Student representative

This document is available for public inspection on our school's website at
msa6.magnoliapublicschools.org

Mission and Vision

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

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

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

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

Employee Preparedness

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

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

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

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

- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

Emergency On-Site Personnel

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

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 1. Vehicle Break-in/Theft
 2. Larceny
 3. Burglar
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. Tremendous decreases in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referral, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS

2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		Street	City	Zip			
	DATE/TIME OF PHONE CALL		OFFICIAL CONTACTED - TITLE		TELEPHONE ()					
C. VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS		Street	City	Zip	TELEPHONE ()				
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME					
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____		3. _____		2. _____		4. _____			
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()			
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()			
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS		Street	City	Zip	TELEPHONE ()				
	OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

Emergencies

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

Fire:

- In the case of a school fire, the following procedures should be implemented:
- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
 - Have students and staff evacuate the building in accordance with established procedures.
 - Evacuate to outdoor assembly area.
 - All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
 - Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
 - Render first aid as necessary.
 - Check attendance. Remain with students.

Medical Emergency:

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

- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
Provide the following information:
- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes:

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:
- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures.
-

Assaults:

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.
- If a serious assault occurs:
- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the School Principal, or his/her designee.
- School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials:

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:
 - If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
 - If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
 - Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
 - Remain inside building unless ordered to evacuate by the Fire Department.
 - Fire Department will advise of further actions to be taken.
 - Do not eat or drink anything or apply cosmetics.

- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance:

- A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:
 - Notify local law enforcement authorities-Dial 911.
 - If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
 - Do not argue with participant(s).
 - Have all students and employees leave the immediate area of disturbance.
 - If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
 - If the disturbance is inside the building, follow procedures for evacuation of the school site.
 - Follow further instructions as police officials and other local law enforcement authorities issue them.
 - Draft incident report for School Principal, or his/her designee.

Vandalism:

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

Utility or Power Failure:

- The following procedures should be used in case of utility or power failure:
 - Staff and students should remain in classroom until further instruction.
 - Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
 - Staff and students outside of a classroom at the time of the incident should report to main office.
 - Building and grounds personnel report to utility company if necessary.
 - If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

- Person receiving call:
 - Listen - Do not interrupt caller.
 - If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - Notify School Principal, or his/her designee, immediately.
 - The School Principal, or his/her designee will:
 - Notify Police Department – Dial 911.
 - With the assistance of responding law enforcement personnel, conduct a thoroughsearch of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
 - With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.

- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion:

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

Fighting or Riot:

- School staff should follow these guidelines when a fight occurs:
 - Send a reliable student to the office to summon assistance.
 - Speak loudly and let everyone know that the behavior should stop immediately.
 - Obtain help from other teachers if at all possible.
 - If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - Call out the names of the involved students (if known) and let them know they have been identified.
 - For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.

- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
- Staff should follow these guidelines when a riot occurs:
 - The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation:

- In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - Stay calm.
 - Don't be a hero.
 - Follow instructions of captor.
 - Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
 - Inform captors of medical or other needs.
 - Be prepared to wait; elapsed time is a good sign.
 - Don't try to escape; don't try to resolve situation by force.
 - Be observant and remember everything that is seen or heard.
 - If a rescue takes place, lie on the floor and await instructions from rescuers.
 - The School Principal, or his/her designee, should be responsible for the following:

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

Death of a Student:

- By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:
 - After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
 - Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
 - Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
 - If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
 - Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
 - Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon/Active Shooter:

- If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
 - Avoid confronting the student or gunman.
 - Notify the School Principal, or his/her designee, or school office immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - The School Principal, or his/her designee, should follow these guidelines:
 - Notify law enforcement immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - Determine the level of threat. If the level of threat is high, call for additional backup.
 - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
 - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

Lock Down

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

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

The School Principal or his/her designee should:

- ☞ Notify the school district office, county official or designee.
- ☞ Notify local law enforcement authorities.
- ☞ Notify school transportation support.
- ☞ Note the special needs of students or staff.
- ☞ Direct clerical staff to take schools master enrollment list.
- ☞ Direct school nurse or designee to prepare emergency medications to be transported.
- ☞ Direct all personnel to leave the building and secure the building.
- ☞ Notify students' parents or legal guardians as situation permits.

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

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

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

- ☞ Assess the situation and determine the level of assistance needed (i.e. school counselor, police)

- ☞ Isolate the parties involved for interview/investigation.
- ☞ Notify parent or legal guardian.
- ☞ Obtain witness statements and document in a written incident report.
- ☞ Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- ☞ Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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

Fire Drills

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

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

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

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

Annual Inspections

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

-  Classroom
-  Corridors
-  Cafeteria
-  Office
-  Teacher's Workroom and Employee Lounge
-  Restrooms
-  Custodial
-  Storage Room
-  Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

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

Parental Notification

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

Classroom Safety Kits

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

-  Blankets
-  Matches
-  Pillows
-  Bottled Water
-  Flashlights
-  Paper Towels
-  Batteries
-  Wet Ones
-  Radio (battery operated)
-  Sheets
-  Candles

Suggested first aid items:

-  Assorted Band Aids
-  Gauze
-  Sterile Water (for burns)
-  Tape
-  Scissors
-  Tweezers
-  Bandages
-  Instant Ice Packs
-  Ace Bandages
-  Package of Sewing Needles
-  Slings

- ☞ Anti-bacterial salve
- ☞ Steri-strips or butterfly stitches
- ☞ Disposable gloves
- ☞ Face masks
- ☞ CPR (disposable mouthpieces)
- ☞ Current first aid book

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

Suspension and Expulsion Policies

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

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

Individual awards/recognition

Classroom awards/recognition

Certificates

Displays

Positive contact with parent/guardian

Special activities (field trips, movie nights, picnics, etc.)

Publications

Assemblies

Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high

academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

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

Willfully used force of violence upon the person of another, except self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

Made terrorist threats against school officials and/or school property.

For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

Intentionally “hacked” or broken into a School or School affiliated computer system.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

Uphold the suspension

Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;

- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

Brandishing a knife at another person. E.C. 48915(c)(2)

Unlawfully selling a controlled substance. E.C. 48915(c)(3)

Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);

Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).

Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).

Robbery or extortion. E.C. 48915(a)(4); 48900(e).

Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.

Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)

First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)

Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

Possessed or used tobacco. E.C. 48900(h); 48915(e)

Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

Possessed an imitation firearm. E.C. 48900(m); 48915(e)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)

Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)

Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I

Must Recommend Expulsion (MANDATORY)

CATEGORY II

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])

Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])

Possessing, selling, or furnishing a firearm

E.C. 48915(c)(1); 48900(b)

Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

Brandishing a knife at another person

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil

E.C. 48915(a)(2); 48900(b)

Unlawfully selling a controlled substance

E.C. 48915(c)(3); 48900(c)

Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana

E.C. 48915(a)(3); 48900(c)

Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n])

E.C. 48915(c)(4); 48900(n)

Robbery or extortion

E.C. 48915(a)(4); 48900(e)

Possession of an explosive

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Assault or battery upon any school employee

E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.

Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of “caused,” the injury is serious. [See II.1])** E.C. 48900(a)(1)

First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)

Caused or attempted to cause damage to school or private property. E.C. 48900(f)

Stole or attempted to steal school or private property. E.C. 48900(g)

Possessed or used tobacco. E.C. 48900(h)

Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)

Knowingly received stolen school or private property. E.C. 48900(l)

Possessed an imitation firearm. E.C. 48900(m)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)

Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)

Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7

Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

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

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

The date and place of the expulsion hearing;

A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of MPS' disciplinary rules which relate to the alleged violation;

Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

Notice of the specific offense committed by the student

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS

The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

The student's name

The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

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

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

The parent has requested an evaluation of the child.

The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1)** Mutual fight
 - (a)(2)** Assault/Battery
 - (b)** Possessed, sold or furnished dangerous object
 - (c)** Controlled substance/alcohol
 - (d)** Imitation controlled substance
 - (e)** Robbery/extortion
 - (f)** Vandalism
 - (g)** Theft
 - (h)** Tobacco/nicotine products
 - (i)** Obscene act, habitual profanity/vulgarity
 - (j)** Drug paraphernalia
 - (k)** Disruptive/willfully defiant behavior (grades 4-12)
 - (l)** Received stolen property
 - (m)** Imitation firearm
 - (n)** Sexual assault or battery
 - (o)** Harassed/threatened witness
 - (p)** Sale of soma
 - (q)** Hazing
 - (r)** Bullying/cyber bullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence (gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915(c)(1) Possessing, selling, furnishing firearm

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE

Confidential

Memorandum

To: _____, Teacher

From: _____, Principal

Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.

Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual

harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

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

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

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.

2. Identify the parties involved.

3. Seek written documentation from witnesses.

5. Determine disciplinary consequences. See *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.

7. Notify parents or legal guardian and appropriate school personnel of incident.

8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if

needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
 - Involving your supervisor if conflict arises with the student;
 - Informing the Executive Director about situations that have the potential to become more severe;
 - Making detailed notes about an incident that could evolve into a more serious situation later;
 - Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
 - Asking another staff member to be present if you will be alone with any type of special needs student;
 - Asking another staff member to be present when you must be alone with a student after regular school hours;
 - Giving students praise and recognition without touching them;
 - Pats on the back, high fives and handshakes are acceptable;
 - Keeping your professional conduct a high priority;
 - Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

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

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS STUDENT UNIFORM POLICY

Pants, shorts, skirts, skorts, or capris are acceptable.

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.

Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.

Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.

Pants may not be made from legging or jegging material.

Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.

The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.

Socks may not be worn over pants.

Rubber bands are not allowed on the bottom of pants or ankles.

No Jean style pants.

No Cargo pants/shorts.

Must have a built in pocket not a sewn on pocket.

Undergarments:

Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.

Undershirts must be short-sleeved if worn.

The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.

Under shirt may not hang out of sleeves.

Shoes:

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

Should be modest, appropriate for school, and not attract undue attention.

Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.

No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.

Facial, tongue, and body piercing are not allowed.

Bracelets: Must be tasteful and not attract undue attention.

Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.

Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.

Mascara and eyeliner should be minimal.

Lipstick should be a natural color.

Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.

Colors such as red, blue, purple, green, white, etc. are not permitted.

Hair must be neat, clean, and well kept.

If the hair obstructs the student’s sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student’s sight.

Excessive “gel” of any kind is not acceptable, and should not be visible.

Hair may be “spiked” with gel or any similar-acting substance but must be no longer than 1 inch.

Combs may not be left in hair.

No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.

No Mohawks or Fohawks

For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).

The buckle may only have one catch.

Belt must be of correct waist size, so that there is minimal excess length (less than five inches).

Any excess length of belt must be tucked through a belt loop and may not hang down.

TOPS

White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.

Hoods may not be worn at school.

Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)

“Athletic” shoes for the dress code must be completely black, white or brown.

Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white

No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.

BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

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

Visitors should:

1. Always report and sign in at the office.

2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

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

Visitors who fail to comply with school procedures:

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

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

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

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for

appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

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

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force

Our Parent Task Force (PTF) holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we

are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2015
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.

- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
 - Have a hall pass if you are outside of the classroom during class time.
 - Not visit with friends or interrupt another classroom.
 - Not misuse the hall pass as it will result in loss of the hall pass privilege.
 - Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.

- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch reflection -25 Shadowed by parent for a day and one hour after school reflection -30 Student improvement team -35 Pending reflection committee outcome -40 Pending reflection committee outcome -45 Pending reflection committee outcome -50 Discipline hearing with reflection committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

Level 2 Infractions		
<ul style="list-style-type: none"> • Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling • Habitual violations of school/class rules • Forgery of signatures • Extortion 	<ul style="list-style-type: none"> • Sexual explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel • Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Level 3 Infractions		
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> • Sexual explicit behavior • Lewd conduct • Planning and/or arranging actions with malicious intent • Bullying/cyberbullying • Harassment (i.e., physical, verbal, and sexual) • Writing or drawing obscene /profane language/pictures
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>		<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Data-based decision making • Refer the student to the Response to Intervention (RTI) team

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

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

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

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

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

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

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student’s IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a “manifestation determination.” A student cannot be suspended for more than

ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals:

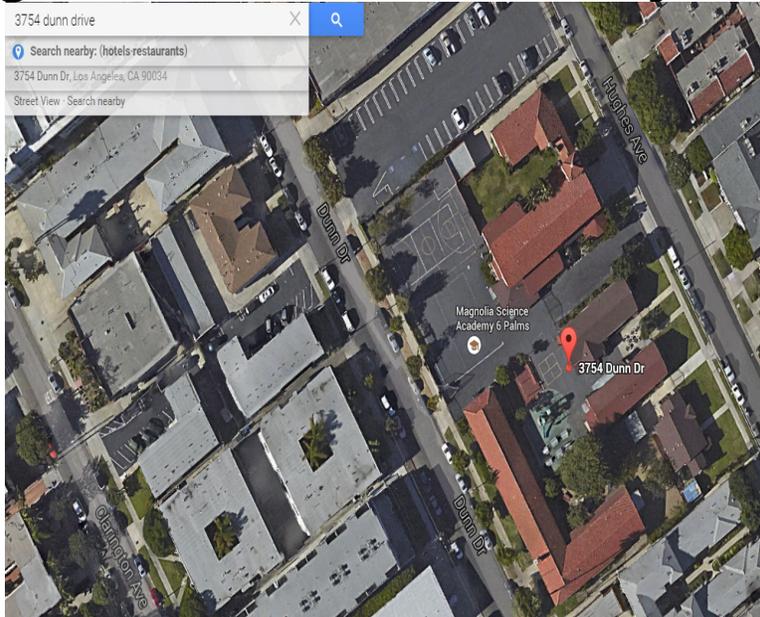
Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

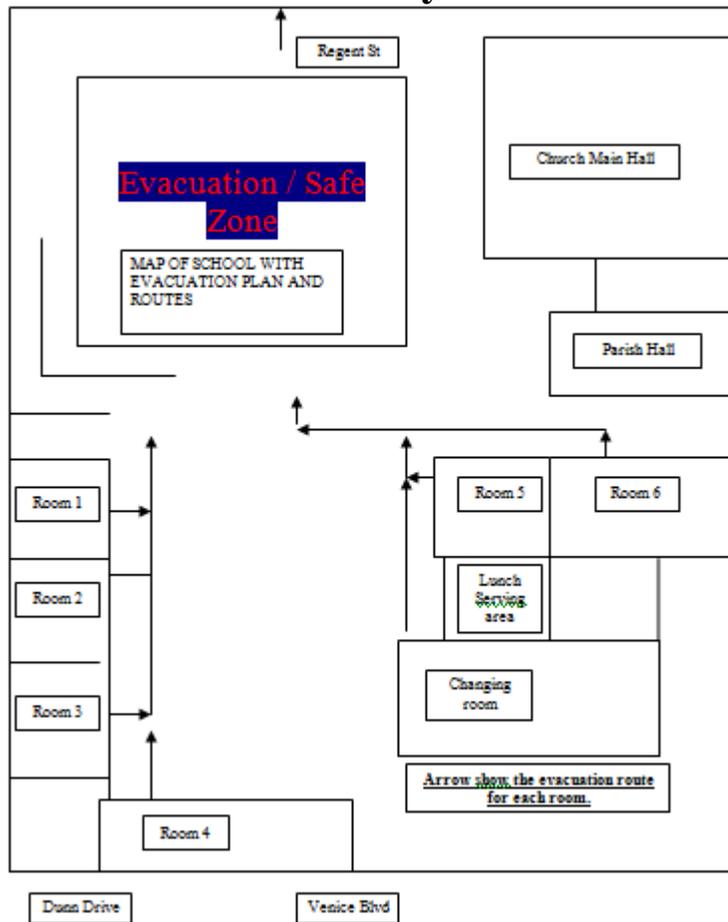
Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Magnolia Science Academy 6 Map



Magnolia Science Academy 6 Evacuation Route



EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then go to <http://emergencydrills.lausd.net> (please note that you must be on the LAUSD network for this address to work); enter the data and receive your certificate.

(Choose one)

- | | |
|---|--|
| <input type="checkbox"/> Fire
<input type="checkbox"/> Earthquake drill with evacuation
<input type="checkbox"/> Shelter in Place | <input type="checkbox"/> Drop/Cover/Hold or "Drop"
<input type="checkbox"/> Campus Protection or "Lockdown" |
|---|--|

Date: ___/___/___

Name: _____ Position: _____

E-Mail: _____ Location Code: _____

1. What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: _____ (am / pm) Time Drill Completed: _____ (am / pm)

3. Total number of staff involved in the drill activity?
 4. Total number of students involved in the drill activity?
 5. Did any special needs students participate in the drill? If yes, about how many?
 6. Did you encounter any challenges with the special needs children? (Y/N)
 7. If yes, please describe challenges: _____

(Omit #8 for Drop/Cover/Hold" or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? _____ (minutes)
 (Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N)
 10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)
 11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during:
 (Check all that apply)
 Yes, during the planning of the drill. Yes, during the execution of drill.
 Yes, after the drill. No, we did not use the Safe School Plan.

(Omit #12, 13&14 for Drop/Cover/Hold or "Drop")

12. Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storing area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.
 13. Were parents notified either before or after the drill? (Y/N)
 14. How were parents notified? (method)
 15. Did any parents participate in drill? If yes, about how many?
 16. What did parents do? _____
 17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

Emergency Drill Calendar:

MSA-6's Anticipated Emergency Drills Schedule
2017-2018 Academic Year

- August 2017 August Fire Drill
- September 2017 September Drop and Cover Drill
- September 2017 Semester Lock Down/Shelter in Place Drill
- October 2017 October Fire Drill
- October 2017 October Drop and Cover - Shake Out Earthquake

Drill

- November 2017 November Drop and Cover Drill
- November 2017 November Fire Drill
- December 2017 December Drop and Cover Drill
- December 2017 Semester Take Cover Drill
- December 2017 December Fire Drill
- January 2018 Semester Lock Down/Shelter in Place Drill
- January 2018 January Drop and Cover Drill
- January 2018 Semester Take Cover Drill
- January 2018 January Fire Drill
- February 2018 February Fire Drill
- February 2018 February Drop and Cover - Earthquake Drill
- March 2018 March Drop and Cover Drill
- March 2018 March Fire Drill
- April 2018 April Drop and Cover Drill
- April 2018 April Fire Drill
- May 2018 May Drop and Cover Drill
- May 2018 May Fire Drill
- June 2018 May Drop and Cover Drill
- June 2018 May Fire Drill

Insurance Documents and Forms

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Claims Reporting Quick Reference Guide

Policy Year: 7/1/2015-6/30/2016

Workers' Compensation, Property/Liability, & Student Accident

Your Primary Claims Contact Is:

Sue Bedard

Risk and Claims Manager

Phone (818) 709-1570

Toll Free (855) 394-5939

sbedard@chartersafe.org

Forms and instructions available
at www.chartersafe.org.

Reportable Claims Include:

- A. Workers' Compensation (WC) Incident/Injury Claims** (employees injured or claiming to be injured as a result of their job duties)
- B. Property/Liability Claims/ Guest Accident Claims** (claims made against the school, employment liability, guest slip/falls, school-owned property theft or damage, etc.)
- C. Student Accident Claims** (student injuries beyond first aid on campus or during a school sponsored activity)

A. Workers' Compensation (WC) - What to do if an employee injury or illness requiring professional medical treatment occurs:

1. Refer the employee for appropriate medical treatment. If it is an emergency, call 911 and request an ambulance. If it is not an emergency, refer the employee to the industrial medical facility designated by the employer (unless the employee has pre-designated to use his or her own physician).
2. You may wish to provide a copy of the **Workers' Compensation Contact Card** to the employee or paramedic to facilitate the medical provider's intake of the employee and the billing process.
3. Provide a claim form (**DWC-1**) to the employee within one working day of finding out about an injury or illness.
4. Complete *employer's* portion of the returned DWC-1 form and give a copy to the employee. Retain your copy in a central location - *not* the employee's personnel file **AND** forward the DWC-1 to the CharterSAFE Claim Manager via fax (916) 720-0324 or email: sbedard@chartersafe.org.
5. Complete the **Employee Incident Call-In Report**. Then **immediately call CharterSAFE's claim hotline (877) 263-9904 to report the claim**. The hotline service will complete the state-mandated DLSR 5020 (Employer's First Report) for you and will send a copy to the JPA and the claim adjuster. A claim will automatically be established and the adjuster will make contact.
6. There are state-imposed penalties for late or non-reporting. **Report immediately.**
7. Stay involved and maintain an open dialogue with the employee – don't assume the claim administrator/adjuster is taking care of everything.

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Student Injury Incident

Policy Year: 7/1/15-6/30/16

This is an excess student accident insurance policy for injuries incurred while at school. All other valid & collectible medical and dental insurance policies must be utilized prior to consideration of this policy.

Excess Insurance – Gallagher Student Health &
Special Risk

C/O Special Risk Dept.
500 Victory Rd. Quincy, MA 02171
PH: 877-345-8928 / FAX: 617-479-0860

Policy #: 11KTT8190002

Insurance Questions?
Contact Gallagher Student Health &
Special Risk - 877-345-8928

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Liability Incident Call-In Report

(This form is confidential and should **NOT** be given to parents, guests, or third parties.)

Charter School: _____ Location / Site: _____

School Administrator's name: _____ Title: _____

Address where incident occurred: _____

Type of Incident:

Parent/guest incident ____ Parent/guest complaint/allegation ____ Employee complaint/allegation ____

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM _____ PM _____

Legal complaint or attorney letter received? ____ Yes ____ No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

Cause of incident or complaint (check any that apply):

- Trip/slip/fall
- Allegation of neglect/unsafe conditions
- Allegation of discrimination or abuse
- Employment dispute
- Wrongful termination complaint
- Special education complaint

(Please describe in detail): _____

Comprehensive School Safety Plan

Magnolia Science Academy-7
LAUSD

Fatih Metin, Principal
18355 Roscoe Blvd. Northridge, CA 91325
(818) 886-0585
fmetin@magnoliapublicschools.org

A meeting for public input was held on December 6, 2016 at
Magnolia Science Academy-7

Reviewed by Law Enforcement October 26, 2016

Plan Adopted by School Site Council December 2, 2016

Plan approved by Magnolia Public Schools Board
December 8, 2016

Committee members

Fatih Metin, Principal
Meagan Alonso, Designee
Elizabeth Vazquez, Teacher representative
Shimaali Gomez, Parent
Veronica Romero, Classified employee
Cpt. Rafael Ramirez, LAPD
Dana Hanson, Senior Pastor, Life House Church

This document is available for public inspection on our school's
website at msa7.magnoliapublicschools.org

Public Inspection

This document is available for public inspection at Magnolia Science Academy-7 and on website at <http://msa7.magnoliapublicschools.org/>

School Site Mission

Mission and Vision

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

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

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

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

Employee Preparedness

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

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

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;

- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

Emergency On-Site Personnel

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

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l)	Safety Goals	Page 68
m)	School Map	Page 69
n)	School Evacuation Map	Page 70
o)	Emergency Drill Status Report	Page 71
p)	Emergency Data Sheet	Page 72
q)	Emergency Drill Calendar	Page 73
r)	Insurance Claim Forms	Page 74

Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 1. Vehicle break in
 2. Theft/Larceny
 3. Burglary
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS
2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration
3. We will continue to review data in the upcoming academic year to continually revise and identification appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Child Abuse Reporting Procedures

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

Our staff will continue to receive training to establish best practices for school personnel to prevent abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, and post on our department's Internet Web site links to existing training resources, in compliance with EC 44691.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a

written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**

Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY																									
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO																							
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE																									
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY																											
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)																													
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL																								
OFFICIAL CONTACTED - TITLE					TELEPHONE ()																									
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY																								
	ADDRESS		Street	City	Zip	TELEPHONE ()																								
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE																								
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME																									
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)																									
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK																									
	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; text-align: center;">NAME</td> <td style="width: 25%; text-align: center;">BIRTHDATE</td> <td style="width: 25%; text-align: center;">SEX</td> <td style="width: 25%; text-align: center;">ETHNICITY</td> <td style="width: 25%; text-align: center;">NAME</td> <td style="width: 25%; text-align: center;">BIRTHDATE</td> <td style="width: 25%; text-align: center;">SEX</td> <td style="width: 25%; text-align: center;">ETHNICITY</td> </tr> <tr> <td>1. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>3. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>4. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>							NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY	1. _____	_____	_____	_____	3. _____	_____	_____	_____	2. _____	_____	_____	_____	4. _____	_____	_____
NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY																							
1. _____	_____	_____	_____	3. _____	_____	_____	_____																							
2. _____	_____	_____	_____	4. _____	_____	_____	_____																							
D. INVOLVED PARTIES	VICTIM'S SIBLINGS																													
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY																								
	ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()																							
	VICTIM'S PARENTS/GUARDIANS																													
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY																								
	ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()																							
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY																								
	ADDRESS		Street	City	Zip	TELEPHONE ()																								
	OTHER RELEVANT INFORMATION																													
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____																													
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT																											
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)																													

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

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

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

Emergencies

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

Fire

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

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

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

- Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
- Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

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

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

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures

Assaults

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

If a serious assault occurs:

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

Hazardous Materials

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

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

- The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

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

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

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

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

Utility or Power Failure

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

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.

- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

Person receiving call:

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

The School Principal, or his/her designee will:

- Notify Police Department – Dial 911.
- With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
- With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion

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

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.

- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riot

School staff should follow these guidelines when a fight occurs:

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

Staff should follow these guidelines when a riot occurs:

- The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
- Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
- Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
- Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

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

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

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

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

Death of a Student

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

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon/Active Shooter

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

- Avoid confronting the student or gunman.
- Notify the School Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

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

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

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

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

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.
- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

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

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

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.

- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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

Fire Drills

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

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

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.

- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

Annual Inspections

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

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal.

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

Parental Notification

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

Classroom Safety Kits

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

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

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

Suspension and Expulsion Policies

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

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

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

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements

via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

GROUNDINGS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

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

Willfully used force of violence upon the person of another, except self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

Intentionally "hacked" or broken into a School or School affiliated computer system.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

Uphold the suspension

Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to

the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

Brandishing a knife at another person. E.C. 48915(c)(2)

Unlawfully selling a controlled substance. E.C. 48915(c)(3)

Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);

Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).

Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).

Robbery or extortion. E.C. 48915(a)(4); 48900(e).

Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.

Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)

First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)

Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

Possessed or used tobacco. E.C. 48900(h); 48915(e)

Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

Possessed an imitation firearm. E.C. 48900(m); 48915(e)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)

Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)

Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I

Must Recommend Expulsion (MANDATORY)

CATEGORY II

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])

Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])

Possessing, selling, or furnishing a firearm

E.C. 48915(c)(1); 48900(b)

Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

Brandishing a knife at another person

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil

E.C. 48915(a)(2); 48900(b)

Unlawfully selling a controlled substance

E.C. 48915(c)(3); 48900(c)

Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana

E.C. 48915(a)(3); 48900(c)

Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n])

E.C. 48915(c)(4); 48900(n)

Robbery or extortion

E.C. 48915(a)(4); 48900(e)

Possession of an explosive

E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

Assault or battery upon any school employee

E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.

Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of “caused,” the injury is serious. [See II.1])** E.C. 48900(a)(1)

First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)

Caused or attempted to cause damage to school or private property. E.C. 48900(f)

Stole or attempted to steal school or private property. E.C. 48900(g)

Possessed or used tobacco. E.C. 48900(h)

Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)

Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)

Knowingly received stolen school or private property. E.C. 48900(l)

Possessed an imitation firearm. E.C. 48900(m)

Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)

Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)

Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)

Made terrorist threats against school officials or school property, or both. E.C. 48900.7

Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)

Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1) Mutual fight
 - (a)(2) Assault/Battery
 - (b) Possessed, sold or furnished dangerous object
 - (c) Controlled substance/alcohol
 - (d) Imitation controlled substance
 - (e) Robbery/extortion
 - (f) Vandalism
 - (g) Theft
 - (h) Tobacco/nicotine products
 - (i) Obscene act, habitual profanity/vulgarity
 - (j) Drug paraphernalia
 - (k) Disruptive/willfully defiant behavior (grades 4-12)
 - (l) Received stolen property
 - (m) Imitation firearm
 - (n) Sexual assault or battery
 - (o) Harassed/threatened witness
 - (p) Sale of soma
 - (q) Hazing
 - (r) Bullying/cyberbullying
 - (t) Aiding and abetting
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence (gr 4-12)
- E.C. 48900.4** Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7** Terrorist threats against school officials or property
- E.C. 48915**
- (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915(c)**
- (c)(1) Possessing, selling, furnishing firearm
 - (c)(2) Brandishing a knife at another person
 - (c)(3) Selling a controlled substance
 - (c)(4) Committing or attempting to commit sexual assault or battery
 - (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

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

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

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

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School’s policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further

understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;

- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
 - Involving your supervisor if conflict arises with the student;
 - Informing the Executive Director about situations that have the potential to become more severe;
 - Making detailed notes about an incident that could evolve into a more serious situation later;
 - Recognizing the responsibility to stop unacceptable behavior of students or coworkers;

- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School-wide Dress Code Prohibiting Gang-related Apparel

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs is not permitted on campus at any time. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented.

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS STUDENT UNIFORM POLICY

Pants, shorts, skirts, skorts, or capris are acceptable.

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.

Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.

Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.

Pants may not be made from legging or jegging material.

Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.

The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.

Socks may not be worn over pants.

Rubber bands are not allowed on the bottom of pants or ankles.

No Jean style pants.

No Cargo pants/shorts.

Must have a built in pocket not a sewn on pocket.

Undergarments:

Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.

Undershirts must be short-sleeved if worn.

The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.

Under shirt may not hang out of sleeves.

Shoes:

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

Should be modest, appropriate for school, and not attract undue attention.

Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.

No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.

Facial, tongue, and body piercing are not allowed.

Bracelets: Must be tasteful and not attract undue attention.

Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.

Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.

Mascara and eyeliner should be minimal.

Lipstick should be a natural color.

Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.

Colors such as red, blue, purple, green, white, etc. are not permitted.

Hair must be neat, clean, and well kept.

If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.

Excessive "gel" of any kind is not acceptable, and should not be visible.

Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.

Combs may not be left in hair.

No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.

No Mohawks or Fohawks

For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).

The buckle may only have one catch.

Belt must be of correct waist size, so that there is minimal excess length (less than five inches).

Any excess length of belt must be tucked through a belt loop and may not hang down.

TOP

White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.

Hoods may not be worn at school.

Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)

"Athletic" shoes for the dress code must be completely black, white or brown.

Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white

No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.

BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.

Sweatshirts and jackets must be solid navy blue or gray.

Procedures for Safe Ingress and Egress from School

Maps are available in our front office to facilitate with the safe comings and goings of pupils, parents, visitors and school employees to and from school. In addition, evacuation maps and routes are located in the front office.

***Please see school map at bottom of this Safety Plan**

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

Visitors should:

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

School personnel should:

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

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

2. If this fails:
 - Notify the office of the situation.
 - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
 - PA announcement using pre-determined code phrase.
 - Classroom doors should be closed.
 - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

The Social Climate and The Physical Environment are two components used to identify our school's strengths, areas of desired change and future plans.

The Social Climate-People and Programs (Component 1)

Our school creates a caring and connected school climate. We make Students and Staff feel that the school is a caring community in numerous ways:

- Parents are involved in the following ways at our current school site:
 - Home Visit Program
 - Parent Task Force Meetings
 - Parent Volunteer Opportunities/School-wide Events
 - Open House/Family Nights
 - Back to School Nights
 - Parent-Teacher Conferences
 - CoolSis Communication Logs
 - Parent Volunteer Opportunities
 - Schoolwide Phone Call News Distribution
 - Email Newsletters
 - School Site Council
 - Public Meetings on School Policy Issues
 - Parent Trainings and Workshops
- The cultural richness of our school community is recognized and will be built upon in the following ways:
 - Partnerships with local nonprofit community organizations such as M.E.N.D, The Los Angeles Food Bank, and St. Jude Children's Hospital
 - Partnership with Cal State Northridge's Art Department
 - Partnership with Arts for All
- We provide training so staff can meet the unique needs of the student body in the following ways:
 - Implement monthly staff-wide professional development on socio-emotional development issues
 - Provide training to staff on the CSUN Counseling and EDGE programs we have on site
- Set high academic and behavior goals

- Teachers and the leadership team will monitor student progress in ELA and Math as measured by in-class/benchmark assessments and technology-based adaptive standardized tests aligned to Common Core State Standards. (2017-18 school year)
- School staff will continue to implement and improve upon our current Positive Behavioral Interventions and Supports (PBIS)
- Improve curriculum and teaching practices
 - Teachers will provide CCSS aligned instruction using SDAIE and GLAD strategies. (2017-18 school year)
- Include health and resiliency curriculum
 - During the 2017-2018 school year, MSA7 will continue to offer Character Education lessons and weekly Health classes to all students.
 - Students will continue to participate in CSUN Counseling and EDGE programs as needed.
- Address multiple learning styles
 - The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2017)
 - Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2017-18 school year)
 - ELA and Math Intervention Teachers will continue to provide small group intervention to targeted students.
 - Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2017-18 school year)
 - Charter School will continue providing services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced student
- Promote caring, supportive relationships with students
 - Support the Socio-Emotional Learning of all students.
 - Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2017-18 school year)
 - Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
 - Continue employing an onsite school psychologist and counselors from California State University Northridge
 - Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2017-18 school year)
 - Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2017-18 school year)

- Provide opportunities for student to have meaningful participation in school and community service
 - Partnerships with local nonprofit community organizations such as M.E.N.D, The Los Angeles Food Bank, and St. Jude Children's Hospital
- Communicate clear discipline standards
 - Parent meetings, CoolSis online behavior support systems, parent calls, communication logs, posters in the hallway and classrooms all communicate clear discipline standards
- Communicate procedures to report and deal with threats
 - Trainings are provided to deal with threats on and off campus to staff and students in accordance with the above procedures stated in the Emergency section of the plan.
- Train staff on bullying prevention and tolerance
 - Staff will continue to be training on bullying prevention and tolerance, including through PD's at staff meetings as well as online trainings.
- Provide training for student and staff on dangers of drugs and alcohol
 - Staff will continue to receive trainings on dangers of drugs through staff online trainings and in PD's
 - School will continue to include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. In addition, school will take all necessary steps to address mental health care of pupils who have witnessed a violent act at any time, related to school activity, in accordance with the addendum to EC 32281.1

The Physical Environment-Place (Component 2)

Our school creates a physical environment that communicates respect for learning and for individuals and safety in the following ways:

- MSA 7 maintains a clean environment through utilizing custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.
- MSA 7 involves itself in the community by participating in numerous community events throughout the school year.
- Make your campus secure from outside criminal activity
 - Our campus is a closed campus and entrance and exit gates are locked at all times
- Monitor and supervise all areas
 - Students are limited to certain areas during the morning, lunch and after school to limit students from loitering and to maximize supervision efforts.
 - Administrators supervise campus during lunch as well as before and after school.
 - Teachers and our Campus Aid help supervise students on campus throughout the day

- Provide a pleasant eating area and healthy food
 - Students receive healthy snacks and meals at the on-site cafeteria
 - Food choices include options such as salads, yogurt, milk and vegetables
- Maintain clean and safe restrooms
 - We have custodial staff who clean the restrooms daily with disinfectant and restock supplies including toilet paper and soap in each restroom prior to the beginning of the next day. Floors are mopped, and toilets as well as sinks are scrubbed.
- Provide adequate lighting in all areas
 - Lighting is provided throughout outdoor parts of campus and surrounding school area with large lights that help ensure safety
- Provide student with current textbooks and materials
 - Students receive textbooks for all classes that are aligned with the latest Common Core State Standards. In addition, online support resources are provided to supplement learning
- Maintain a variety of sports facilities and equipment
 - A large outdoor field is available on campus for students to play soccer, football, frisbee, and other outdoor sports. In addition, basketball and volleyball courts are located on paved adjacent courts. Further, two outdoor playground areas are available for students to play. These facilities are utilized, during recess, lunch and PE, and after school during ASES club time.
- Provide a well stocked library
 - Our campus library is stocked with books that cover a broad range of topics and AR reading levels. Students are able to use the library to pick books to reach which they may check out three days per week.
- Deal with vandalism before students return to school
 - Before students return to school, photo documentation is recorded to keep information and proof about the type of vandalism that occurs. When property damage is discovered, students and their families are contacted to discuss a plan to have responsible parties replace damaged goods. Also, community service restorative practices are established to provide an opportunity to resolve issue. Also, if graffiti occurs, gang task experts will be consulted to see if danger is an issue for students as well to see if a student who might be affiliated with gang will have the opportunity to receive support interventions.
- Inventory, Identify and store valuable property
 - Computer Lab is locked nightly. Also, the computers are numbered in the lab and classrooms to be able to keep an inventor. Teachers keep inventory of their valuable belongings at the beginning of the year in their classroom, as well as at the end of the year on a tracker that is sent to the Admin.
- Provide training for security personnel and staff
 - Training is provided to security and personnel staff during PD's where collaboration takes place. At the district symposium, break-off sessions related to position and responsibility occur.

- Engage students and the community in campus beautification projects
 - Students are invited to volunteer and beautify the school during lunch and after school as well as family days.
- Promote policy that weapons and drugs are not on campus
 - Our school policy prevents weapons and drugs from being on campus.

The Social Climate and the Physical Environment (Continued)

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

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Effective Communication

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

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

- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.

3. Behavior: Each student receives a ‘Behavior’ grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school’s expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school’s leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child’s academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school’s website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child’s education, and our teachers have the support of the families in doing so.

Parent Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school’s areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the evenings to help facilitate ease of parent participation and coordinate better with work schedules.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.

- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
 - Have a hall pass if you are outside of the classroom during class time.
 - Not visit with friends or interrupt another classroom.
 - Not misuse the hall pass as it will result in loss of the hall pass privilege.
 - Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and "Race to the top"

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch reflection -25 Shadowed by parent for a day and one hour after school reflection -30 Student improvement team -35 Pending reflection committee outcome -40 Pending reflection committee outcome -45 Pending reflection committee outcome -50 Discipline hearing with reflection committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It

is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

BEHAVIORAL EXPECTATIONS		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<ul style="list-style-type: none"> ◆ Keep hands to yourself. ◆ Ask for permission to use any equipment, resources or materials. ◆ Use equipment appropriately and for its intended use. ◆ Walk to and from class during transition periods. ◆ Report unsafe behaviors (e.g., bullying) ◆ Remain in assigned areas. ◆ Solve problems peacefully. ◆ If you are unsure of something, seek help from or ask an adult. 	<ul style="list-style-type: none"> ◆ Arrive to class on time and ready to work. ◆ Be on task. ◆ Be prepared each day with school materials. ◆ Give full effort in all work. ◆ Raise hand in class. ◆ Be in proper uniform. ◆ Follow classroom expectations. ◆ Throw away waste in proper receptacle. ◆ Keep campus clean. ◆ Sit in assigned seat. ◆ Respect school property and ask before borrowing other's property. ◆ Use restroom during non-class time. 	<ul style="list-style-type: none"> ◆ Follow the teacher's directions and use positive language with peers. ◆ Acknowledge one's mistakes and correct them. ◆ Be kind to others. ◆ Respect each other's differences. ◆ Respect other's property and personal space. ◆ Use a quiet, conversational voice. ◆ Use polite language such as thank you, you're welcome, and I'm sorry. ◆ If in disagreement, voice concerns respectfully and appropriately. ◆ Cooperate with adults and peers.
Level 1 Infractions		
<ul style="list-style-type: none"> ▪ Invading personal space ▪ Fighting and/or arranging altercations ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area 	<ul style="list-style-type: none"> ▪ Habitually tardy and/or not being in assigned location ▪ Disrupting the learning environment/Off task ▪ Littering ▪ Not having proper materials, supplies, and/or equipment for class participation ▪ Inappropriate use of electronic devices ▪ Dress code violation 	<ul style="list-style-type: none"> ▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ▪ Violation of school/class rules ▪ Passive participation in hurtful acts/words against others ▪ Public display of affection (holding hands, kissing, hugging, etc.) ▪ Disrupting learning environment ▪ Refusing to cooperate and comply with school rules/personnel
Possible Corrective Strategies		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> • Re-teaching school behavior expectations • Having the student apologize and making amends with those affected <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian 	<ul style="list-style-type: none"> • Implement a Home to School and School to Home Communication System (e.g., SIS) • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Refer the student to the Reflection Committee 	

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Level 2 Infractions		
<ul style="list-style-type: none"> ▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Extortion 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel ▪ Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Level 3 Infractions		
<ul style="list-style-type: none"> • Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> • Sexual explicit behavior • Lewd conduct • Planning and/or arranging actions with malicious intent • Bullying/cyberbullying • Harassment (i.e., physical, verbal, and sexual) • Writing or drawing obscene /profane language/pictures
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

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

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

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

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

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

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

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

Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences

Safety Goals and Objectives

Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

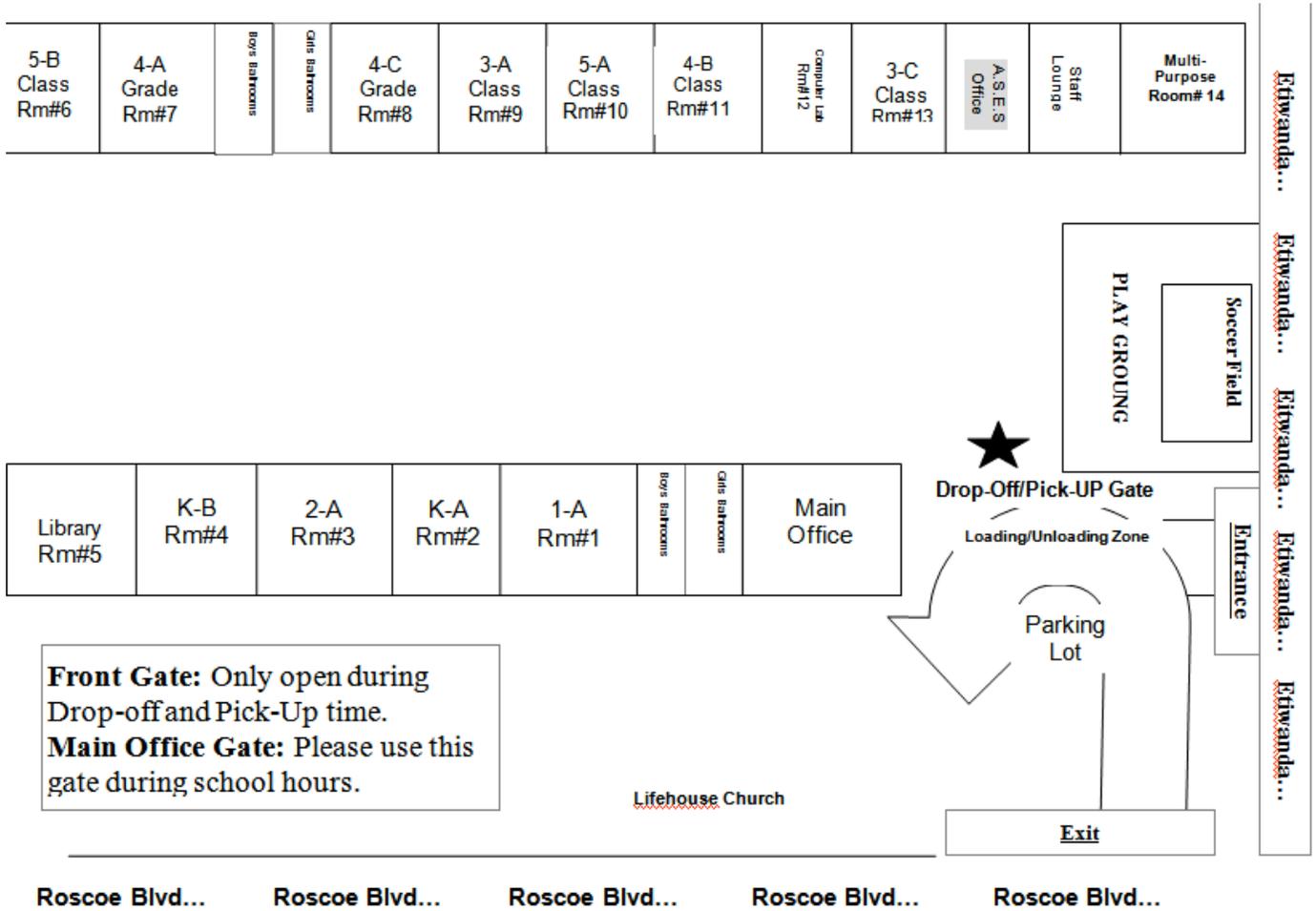
Component 1 - School Climate

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
 - Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

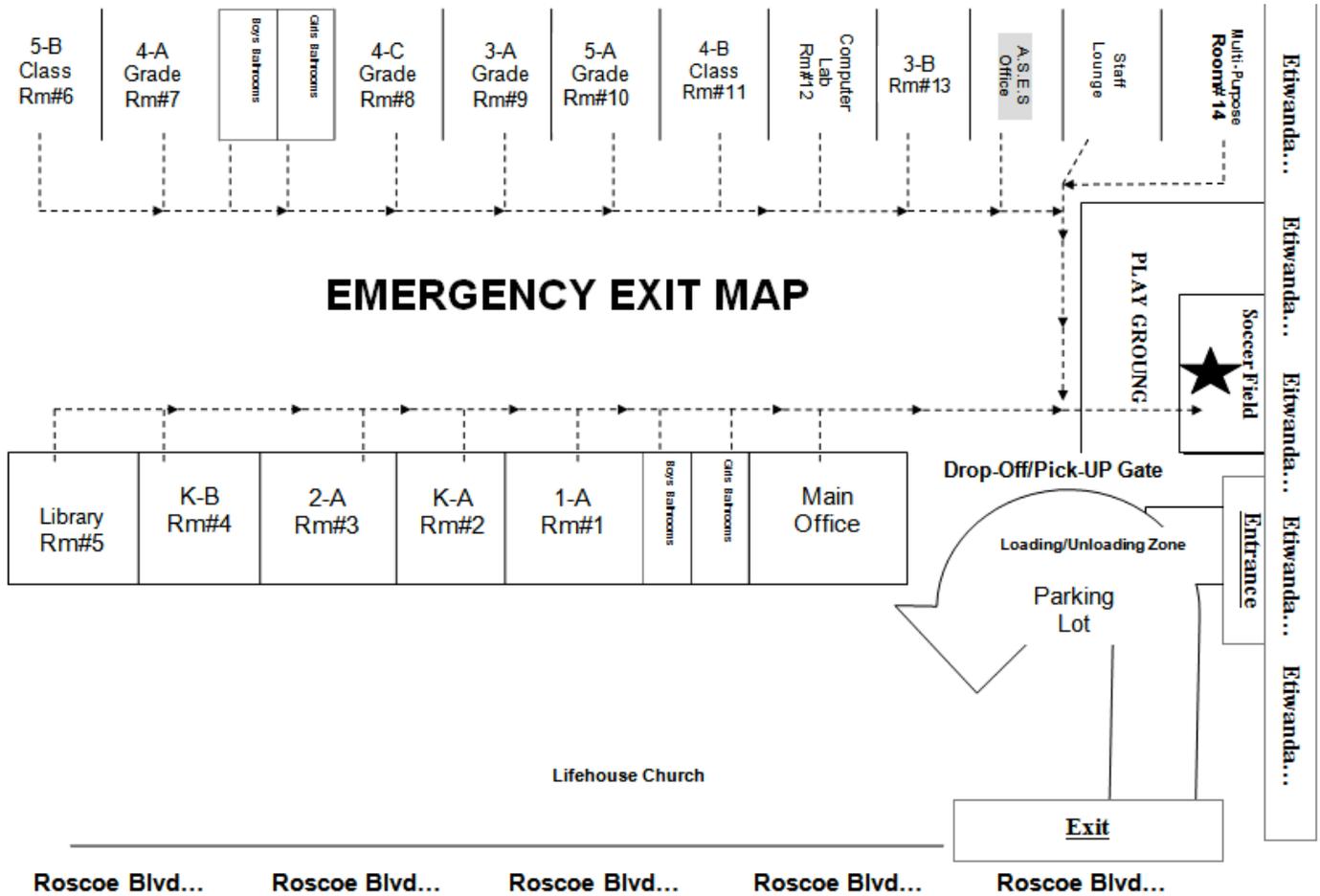
Component 2 - Physical Environment

- Goal(s): Maintain and upkeep a safe school campus
 - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

MSA-7 School Map



MSA-7 Emergency Map



Emergency Drill Status Report

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ ROOM _____

TEACHER'S ASSISTANT'S NAME: _____ PRESENT: YES ___ NO ___

PARENT VOLUNTEER(S): _____ PRESENT: YES ___ NO ___

STUDENT VOLUNTEER(S): _____ PRESENT: YES ___ NO ___

TYPE OF EMERGENCY DRILL:

FIRE: _____ DROP/TAKE COVER: _____ EARTHQUAKE: _____ LOCK DOWN: _____

SHELTER IN-PLACE: _____ EVACUATION: _____ OTHER: _____

ALL STUDENTS ACCOUNTED FOR: YES: _____ NO: _____

MISSING OR UNACCOUNTED FOR:



INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Data Sheet

MAGNOLIA PUBLIC SCHOOLS EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information

- | | |
|---|--|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Drop/Cover/Hold or "Drop" |
| <input type="checkbox"/> Earthquake drill with evacuation | <input type="checkbox"/> Campus Protection or "Lockdown" |
| <input type="checkbox"/> Shelter in Place | |

Date: ___/___/___

Name: Meagan Alonso Position: Assistant Principal

E-Mail: malonso@magnoliapublicschools.org Location Code: 8014

1. What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: (am / pm) Time Drill Completed: (am / pm)

3. Total number of staff involved in the drill activity?
 4. Total number of students involved in the drill activity?
 5. Did any special needs students participate in the drill? If yes, about how many?
 6. Did you encounter any challenges with the special needs children? (Y/N)
 7. If yes, please describe challenges: _____

(Omit #8 for Drop/Cover/Hold or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? (minutes)
(Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N)
 10. Did staff bring the School Emergency Response Box to the assembly area? (Y/N)

(Omit #11, 12 & 13 for Drop/Cover/Hold or "Drop")

11. Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storage area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.

12. Were parents notified either before or after the drill? (Y/N)
 13. How were parents notified? (method)
 14. Did any parents participate in drill? If yes, about how many?
 15. What did parents do? _____
 16. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

17. Did you encounter problems with any of the following?

(Omit # "d, e, & f" for Drop/Cover/Hold or "Drop")
 (Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
b. Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
c. Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
d. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
e. Supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
f. Evacuation Route	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

18. Did you debrief after the drill? (Y/N)

19. What were the three top lessons learned?

1. _____
 2. _____
 3. _____

20. How can this drill be improved in the future?

 Administrator's Name

 Administrator's Signature

Emergency Drill Calendar **2017-18**

August

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

September

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)
- Lockdown Drill

October

- Earthquake Drill
- Take Cover Drill

November

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

December

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

January

- Fire Drill
- Lockdown Drill
- Earthquake Drill (Drop/Cover/Hold)

February

- Earthquake Drill
- Fire Drill
- Take Cover Drill

March

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

April

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

May

- Fire Drill
- Earthquake Drill (Drop/Cover/Hold)

June

- Fire Drill

Insurance Claim Forms

charterSAFE

Liability Incident Call-In Report

(This form is confidential and should NOT be given to parents, guests, or third parties.)

Charter School: _____ Location / Site: _____

School Administrator's name: _____ Title: _____

Address where incident occurred: _____

Type of Incident:

Parent/guest incident ____ Parent/guest complaint/allegation ____ Employee
complaint/allegation ____

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM _____ PM _____

Legal complaint or attorney letter received? ____ Yes ____ No (if yes, please fax a copy with
this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

Cause of incident or complaint (check any that apply):

- | | |
|---|--------------------------------------|
| _____ Trip/slip/fall | _____ Employment dispute |
| _____ Allegation of neglect/unsafe conditions | _____ Wrongful termination complaint |
| _____ Allegation of discrimination or abuse | _____ Special education complaint |

(Please describe in detail): _____

Check any of the following possible causes which may apply:

- | | |
|--|---|
| <input type="checkbox"/> Failure to follow proper policy | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Inattention | <input type="checkbox"/> Act of other |
| <input type="checkbox"/> Carelessness | <input type="checkbox"/> Alcohol/drug use |
| <input type="checkbox"/> Unreasonable demands | <input type="checkbox"/> Unsafe act |

What steps have been taken or recommended to prevent or reduce the likelihood of a recurrence?

Comments:

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

Do not fax report; the JPA will receive a copy from the hotline.

Comprehensive School Safety Plan

Magnolia Science Academy-8

Jason Hernandez, Principal

6411 Orchard Ave., 90201

(323) 826-3925

jhernandez@magnoliapublicschools.org

A meeting for public input was held on December 2nd, 2016 at Magnolia Science Academy-8

Reviewed by Law Enforcement on November 29th, 2016

Plan Adopted by School Site Council November 29th, 2016

Plan approved by Magnolia Public Schools Board December 8th, 2016

Committee Members

Jason Hernandez, Principal

David Garner, Dean of Students

Lauren Yao, Teacher representative

Daniel Cortez, Teacher representative

Georgina Velasco, Parent of attending student

Elsamar Zurita, Parent of attending student

Martha Fernandez, Parent of attending student

Evelyn Avelar, Attending student / Student Council Member

Leonira Lira, Attending student / Student Council Member

Stephanie Diaz, Attending student / Student Council Member

Jennifer Flores, Attending student / Student Council Member

Wilkins Cervantes, Classified employee

Officer Santacruz, Senior Lead Officer

Mayra Leyva, Paraprofessional

***This document is available for public inspection on our school's website at msa8.magnoliapublicschools.org

Mission and Vision

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

MPS's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

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

Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

Employee Preparedness

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

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

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

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

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

Emergency On-Site Personnel

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

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapdWestValleyArea were:
 1. Vehicle Break-in/Theft
 2. Assault
 3. Larceny
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model.
 - ii. Behavior referrals, CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS

2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL			
OFFICIAL CONTACTED - TITLE		TELEPHONE		()						
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> PHYSICALLY DISABLED?	<input type="checkbox"/> DEVELOPMENTALLY DISABLED?	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME				
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IN FOSTER CARE?			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:					
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK					
		<input type="checkbox"/> YES <input type="checkbox"/> NO								
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	1. NAME		BIRTHDATE		SEX		ETHNICITY			
	2. _____		3. _____		4. _____		5. _____			
	3. _____		4. _____		5. _____		6. _____			
	4. _____		5. _____		6. _____		7. _____			
	5. _____		6. _____		7. _____		8. _____			
	6. _____		7. _____		8. _____		9. _____			
	7. _____		8. _____		9. _____		10. _____			
D. INVOLVED PARTIES	VICTIM'S PARENTS/GUARDIANS									
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()			
D. INVOLVED PARTIES	SUSPECT									
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Disaster Response Procedures

General Policies and Procedures for Handling Safety and Specific Emergency Situations:

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

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

Emergencies

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

Fire

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

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

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

Medical Emergency

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

1. Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee. Dial 911 or direct someone to do so.
2. Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
3. Notify the school office that an individual has been injured and an ambulance has been

called.

4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep victim warm with a coat or blanket.
6. Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
7. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

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

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

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

procedures.

Assaults

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

If a serious assault occurs:

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

Hazardous Materials

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

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

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

Civil Disturbance

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

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

otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.

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

Vandalism

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

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

Utility or Power Failure

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

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

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

Bomb Threat

Person receiving call:

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

The School Principal, or his/her designee will:

1. Notify Police Department – Dial 911.
2. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas – offices, bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
3. With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.

4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
5. An incident report should be drafted before the end of the workweek.

Explosion

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

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

Fighting or Riot

School staff should follow these guidelines when a fight occurs:

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

Staff should follow these guidelines when a riot occurs:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:

- Instructing office staff to handle communications and initiate lockdown orders.
- Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
- Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
- Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Brief a representative to meet the media.
- Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

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

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

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

1. Immediately notify law enforcement.

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

Death of a Student

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

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings,

talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.

6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Intruder or Individual with Deadly Weapon/Active Shooter

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

1. Avoid confronting the student or gunman.
2. Notify the School Principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

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

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

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

1. The School Principal, or his/her designee, will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The School Principal, or his/her designee, should remain calm and under control and give clear directions.
2. Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
3. If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

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

The School Principal or his/her designee should:

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

School staff should:

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

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

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

Drugs, Alcohol and Tobacco

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

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

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

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

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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

Fire Drills

See attachment 2017-2018 Orchard Academies Emergency Drill Schedule

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

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

School Safety Management Team

See attachment: ORCHARD ACADEMIES - SCHOOL SITE

Management Organization Chart

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

Guidelines for Handling the Media

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

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

Annual Inspections

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

1. Classroom
2. Corridors
3. Laboratory/Shop
4. Cafeteria/Auditorium (use for all assembly areas)
5. Kitchen
6. Office
7. Teacher's Workroom and Employee Lounge
8. Toilet
9. Custodial

10. Boiler Room
11. Storage Room (also use for File Rooms)
12. Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

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

Parental Notification

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

Classroom Safety Kits

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

- ü Blankets
- ü Matches
- ü Pillows
- ü Bottled Water
- ü Flashlights
- ü Paper Towels

- ü Batteries
- ü Wet Ones
- ü Radio (battery operated)
- ü Sheets
- ü Candles

Suggested first aid items:

- ü Hydrogen Peroxide
- ü Iodine
- ü Alcohol
- ü Assorted Band Aids
- ü Gauze
- ü Sterile Water (for burns)
- ü Tape
- ü Scissors
- ü Tweezers
- ü Bandages
- ü Instant Ice Packs
- ü Ace Bandages
- ü Package of Sewing Needles
- ü Slings
- ü Anti-bacterial salve
- ü Steri-strips or butterfly stitches
- ü Disposable gloves
- ü Face masks
- ü CPR (disposable mouthpieces)
- ü Current first aid book

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

Suspension and Expulsion Policies

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

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

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

Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually

carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
- Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
- Intentionally “hacked” or broken into a School or School affiliated computer system.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

- Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

- Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
- Brandishing a knife at another person. E.C. 48915(c)(2)
- Unlawfully selling a controlled substance. E.C. 48915(c)(3)

- Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
- Possession of an explosive, as defined below. E.C. 48915(c)(5)
- If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.
- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

- Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
- Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
- Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
- Robbery or extortion. E.C. 48915(a)(4); 48900(e).
- Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

- Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
- Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)

- First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
- Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
- Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
- Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
- Possessed or used tobacco. E.C. 48900(h); 48915(e)
- Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
- Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
- Possessed an imitation firearm. E.C. 48900(m); 48915(e)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
- Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
- Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
- Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
- Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I

Must Recommend Expulsion (MANDATORY)

CATEGORY II

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])

Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])

- Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
- Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
- Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
- Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
- Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)
- Robbery or extortion. E.C. 48915(a)(4); 48900(e)
- Possession of an explosive. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
- Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,

(2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III

May Recommend Expulsion (DISCRETIONARY)

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

- **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
- Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1)
- First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
- Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
- Caused or attempted to cause damage to school or private property. E.C. 48900(f)
- Stole or attempted to steal school or private property. E.C. 48900(g)
- Possessed or used tobacco. E.C. 48900(h)
- Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
- Knowingly received stolen school or private property. E.C. 48900(l)
- Possessed an imitation firearm. E.C. 48900(m)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (***Grades 4 through 12 inclusive*)
- Engaged in sexual harassment. E.C. 48900.2** (***Grades 4 through 12 inclusive*)
- Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (***Grades 4 through 12 inclusive*)
- Made terrorist threats against school officials or school property, or both. E.C. 48900.7
- Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

- Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.
- After an Administrative Panel hears the case, it will make a determination whether to expel.
- Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:
 - The date and place of the expulsion hearing;
 - A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
 - A copy of MPS' disciplinary rules which relate to the alleged violation;
 - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
 - The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
 - The right to inspect and obtain copies of all documents to be used at the hearing;
 - The opportunity to confront and question all witnesses who testify at the hearing;
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion

to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
- The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
- The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
 - The student's name
 - The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

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

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter

School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
 - Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
- If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.
- If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if

requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

- The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
 From: **Admin**
 Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900** (a)(1) Mutual fight (a)(2) Assault/Battery
- (b) Possessed, sold or furnished dangerous object
- (c) Controlled substance/alcohol
- (d) Imitation controlled substance
- (e) Robbery/extortion
- (f) Vandalism
- (g) Theft
- (h) Tobacco/nicotine products
- (i) Obscene act, habitual profanity/vulgarity
- (j) Drug paraphernalia
- (k) Disruptive/willfully defiant behavior (grades 4-12)
- (l) Received stolen property
- (m) Imitation firearm
- (n) Sexual assault or battery
- (o) Harassed/threatened witness
- (p) Sale of soma
- (q) Hazing
- (r) Bullying/cyberbullying
- (t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence (gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

- E.C. 48915** (a)(1)(A) Serious physical injury
- (a)(1)(B) Possession: knife or dangerous object
- (a)(1)(C) Controlled substance
- (a)(1)(D) Robbery or extortion
- (a)(1)(E) Assault/battery of school employee

- E.C. 48915** (c)(1) Possessing, selling, furnishing firearm
- (c)(2) Brandishing a knife at another person
- (c)(3) Selling a controlled substance
- (c)(4) Committing or attempting to commit sexual assault or battery
- (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

SAMPLE
Confidential
Memorandum

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS’s policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

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

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

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

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School’s policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
 - Excessive attention toward a particular student;
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
 - Involving your supervisor if conflict arises with the student;
 - Informing the Executive Director about situations that have the potential to become more severe;
 - Making detailed notes about an incident that could evolve into a more serious situation later;
 - Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
 - Asking another staff member to be present if you will be alone with any type of special needs student;
 - Asking another staff member to be present when you must be alone with a student after regular school hours;
 - Giving students praise and recognition without touching them;
 - Pats on the back, high fives and handshakes are acceptable;
 - Keeping your professional conduct a high priority;
 - Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

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

DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

Free Dress & Theme Dress Days Code:

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

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

MPS STUDENT UNIFORM POLICY

BOTTOM

Pants, shorts, skirts, skorts, or capris are acceptable. Pants/Skirts/Skorts/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other

buttons of the woven shirt must be buttoned.

- Under shirt may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract undue attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student’s natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.

- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

TOP

- White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

- The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black, white or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white
- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.

BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.

FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue or gray.

* * *If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration.

* * *Each individual MPS campus may include site-specific amendments into the uniform policy addressing local issues.

Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

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

Visitors should:

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

School personnel should:

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

Visitors who fail to comply with school procedures:

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

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

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

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.

3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in CoolSIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and

adequate nutrition before coming to school.

- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook, which was signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.

- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- “All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school.” Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

CoolSIS provides the following information:

1. Attendance: Each student’s attendance (tardy/absence) is recorded daily (by each teacher) in ‘real-time.’ This is one method our parents can monitor their child’s attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a ‘Behavior’ grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exuding the school’s expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.

6. **Communication:** CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Parent Task Force

Our Parent Task Force (PTF) holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTF meetings. Our PTF supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and

individual guest speakers. All staff members are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: throughout the year
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders
- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: throughout the year
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:

Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.

- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
 - Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.

- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
 - Have a hall pass if you are outside of the classroom during class time.
 - Not visit with friends or interrupt another classroom.
 - Not misuse the hall pass as it will result in loss of the hall pass privilege.
 - Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given) +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan and lunch reflection -25 Shadowed by parent for a day and one hour after school reflection -30 Student improvement team -35 Pending reflection committee outcome -40 Pending reflection committee outcome -45 Pending reflection committee outcome -50 Discipline hearing with reflection committee, parent and student

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip. When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration,

parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property.

BEHAVIORAL EXPECTATIONS		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<ul style="list-style-type: none"> Keep hands to yourself. Ask for permission to use any equipment, resources or materials. Use equipment appropriately and for its intended use. Walk to and from class during transition periods. Report unsafe behaviors (e.g., bullying) Remain in assigned areas. Solve problems peacefully. If you are unsure of something, seek help from or ask an adult. 	<ul style="list-style-type: none"> Arrive to class on time and ready to work. Be on task. Be prepared each day with school materials. Give full effort in all work. Raise hand in class. Be in proper uniform. Follow classroom expectations. Throw away waste in proper receptacle. Keep campus clean. Sit in assigned seat. Respect school property and ask before borrowing other's property. Use restroom during non-class time. 	<ul style="list-style-type: none"> Follow the teacher's directions and use positive language with peers. Acknowledge one's mistakes and correct them. Be kind to others. Respect each other's differences. Respect other's property and personal space. Use a quiet, conversational voice. Use polite language such as thank you, you're welcome, and I'm sorry. If in disagreement, voice concerns respectfully and appropriately. Cooperate with adults and peers.
Level 1 Infractions		
<ul style="list-style-type: none"> Invading personal space Fighting and/or arranging altercations Antagonizing others Violation of school/class rules Horseplaying Violating off-limits/restricted area 	<ul style="list-style-type: none"> Habitually tardy and/or not being in assigned location Disrupting the learning environment/Off task Litering Not having proper materials, supplies, and/or equipment for class participation Inappropriate use of electronic devices Dress code violation 	<ul style="list-style-type: none"> Inappropriate language/actions (hurtful, vulgar, gossip, etc.) Violation of school/class rules Passive participation in hurtful acts/words against others Public display of affection (holding hands, kissing, hugging, etc.) Disrupting learning environment Refusing to cooperate and comply with school rules/personnel
Possible Corrective Strategies		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p>First Infraction:</p> <ul style="list-style-type: none"> Re-teaching school behavior expectations Having the student apologize and making amends with those affected <p>Repeated Infractions:</p> <ul style="list-style-type: none"> Contact and/or confer with parent or legal guardian 	<ul style="list-style-type: none"> Implement a Home to School and School to Home Communication System (e.g., SIS) Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions Use of Positive Behavioral Interventions & Support (PBIS) services Assigned reflection (lunch, after-school, Saturday, etc.) Loss of privileges Refer the student to the Reflection Committee 	

Level 2 Infractions		
<ul style="list-style-type: none"> ▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Extortion 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel ▪ Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>		<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team

Level 3 Infractions

<ul style="list-style-type: none"> ▪ Physically assaulting with serious bodily injury ▪ Conduct or habits injurious to others (peers/authority) ▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia ▪ Bullying (harassing, intimidating, cyberbullying) ▪ Fighting and/or arranging altercations ▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Arson, attempting to commit arson and/or possession of explosives ▪ Causing a false fire alarm ▪ Making a bomb/explosive threat ▪ Encouraging other students to violate school rules ▪ Student hazing ▪ Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> ▪ Inappropriate use of electronic devices ▪ Public displays of sexually explicit behavior ▪ Defacing and/or vandalism of school property ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Stealing and/or possessing stolen property ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Lewd conduct ▪ Planning and/or arranging actions with malicious intent ▪ Bullying/cyberbullying ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Writing or drawing obscene /profane language/pictures
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Possible Corrective Strategies

<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Data-based decision making • Refer the student to the Response to Intervention (RTI) team
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Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

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

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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

Possession or Use of Fireworks:

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

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

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

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences

Safety Goals:

Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

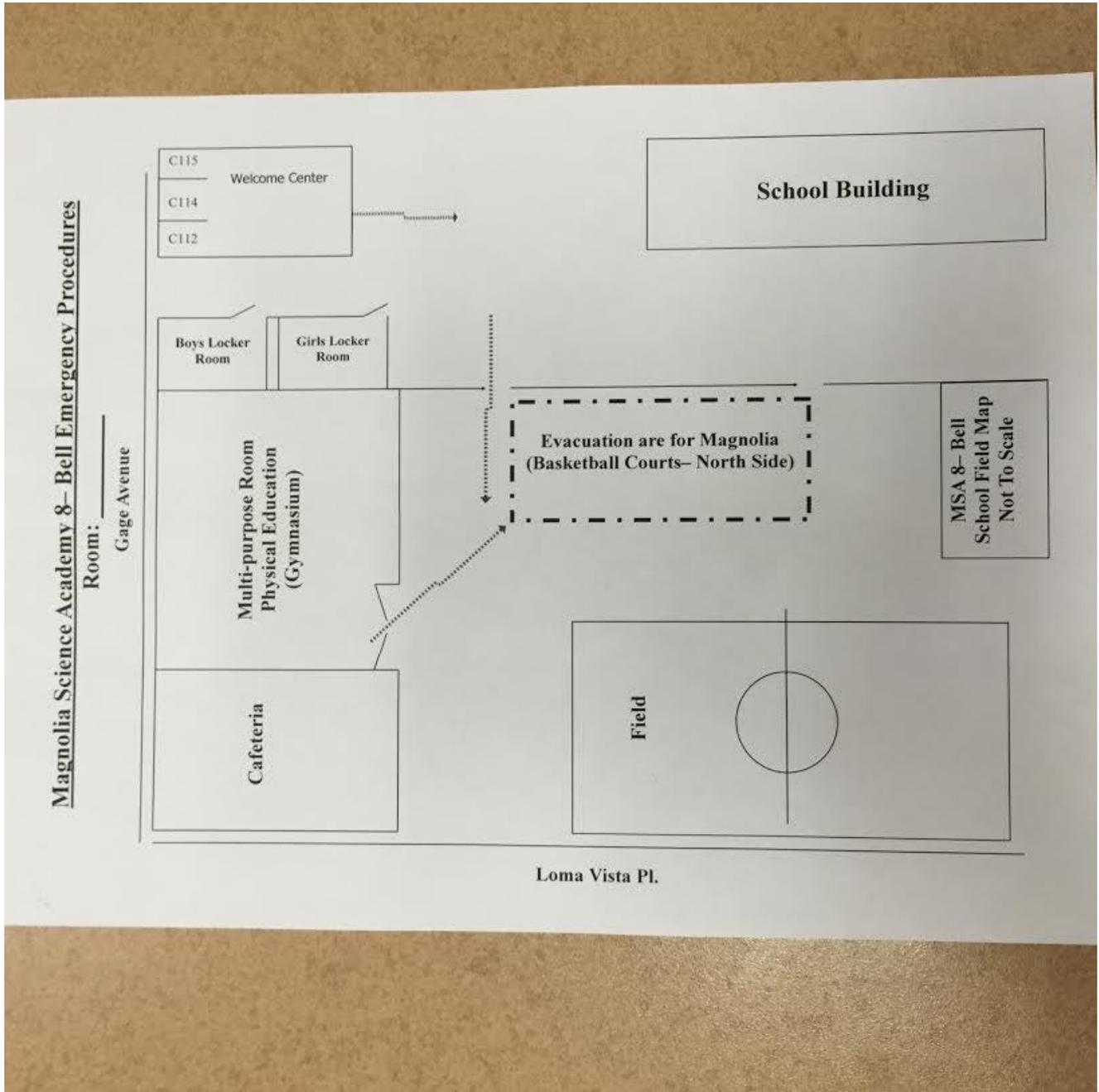
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

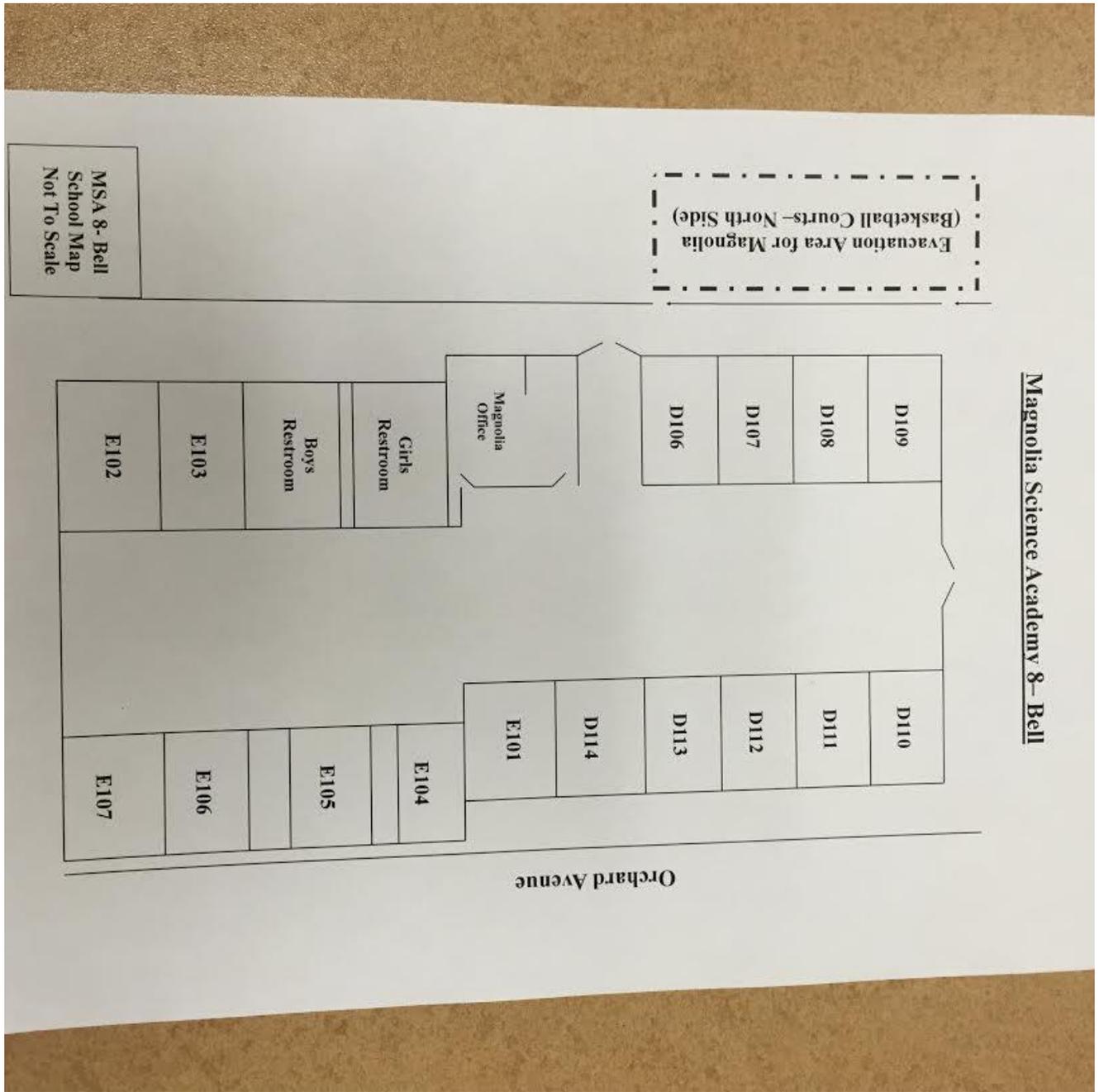
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Budget: Refer to schools annual budget
 - Evaluation guidelines: Surveys, Feedback from stakeholders

APPENDIX

Evacuation Map 1 for MSA8 Bell - ORCHARD ACADEMIES



Evacuation Map 2 for MSA8 Bell - ORCHARD ACADEMIES



ORCHARD ACADEMIES - School Site Management Organization Chart

ORCHARD ACADEMIES SCHOOL SITE MANAGEMENT ORGANIZATION CHART					
2A	ROOMS	2B	ROOMS	2C	ROOMS
SEARCH & RESCUE		SEARCH & RESCUE		SEARCH & RESCUE	
TEAM 1		TEAM 2		TEAM 4	
Hilary Estes Alvin Park Daniel Cortez	D106, D107 D108, D109 D110, D111 D112, D113 D114, E101	1. E. Rios 2. R. Valiente	D210, D209 D208, D212 D207, D212 D206, D213 D204, D214 Textbook, Fitness, Gym (Boys & Girls)	1. D. Lopez 2. H. Palomera	D310, D309 D308, D312 D307, D312 D306, D313 D304, D314 Main Office, Parent Center
		TEAM 3		TEAM 5	
	E104, E105 E106, E107 E102, E103 E125 C125	1. F. Bustamante 2. H. Rodriguez	E201, E222 E204, E205 E206, E203 E202, E207 BOYS, GIRLS Cafeteria (student & Staff),	1. D. Tregarthen 2. S. Boone	E301, E322 E304, E305 E306, E303 E302, E307 BOYS, GIRLS Library, Music, Drama, Dance
Security/Utilities		First Aid/Medical	Crisis Team	Request Gate	Reunion Gate
J. Escarzaga V. Gates		1. D. Lerit 2. S. Perkins 3. M. Lopez (MSA)	1. B. Beltran 2. W. Gray (MSA) 3. D. Bustamante 4. M. Gonzalez	1. B. Lopez (MSA) 2. M. Padron 3. A. Brunet 4. J. Jimenez	1. W. Cervantes (MSA) 2. C. Moran
Command Center		Triage		Emergency Bins	Room Clearance
1. M. Rubalcava 2. J. Hernandez (MSA)		1. B. Rubalcava		1. D. Manzo Alt. J. Escarzaga	1. D. Manzo Alts. M. Rubalcava D Garner (MSA)
Emergency Evacuation Procedures:					
<p>Search & Rescue Teams - after taking attendance inform the teacher next to you and report to the emergency bins and wait until your team has assembled.</p> <ul style="list-style-type: none"> - Classrooms and all non-instructional rooms will be cleared by Mr. Manzo <p>Command Center – Ensure that all students, teachers, and staff are accounted for and will be cleared by M. Rubalcava and J. Hernandez (MSA).</p> <ul style="list-style-type: none"> - Request Gate and Reunion Gate Personnel will report to Command Center: M. Rubalcava and J. Hernandez(MSA). Triage – First Aid/Medical and Crisis Team personnel need to report to D. Garner (MSA). Security/Utilities – Secure gates and entry points – Shutdown: gas, electrical, and water when necessary. 					
<p>*** This will be updated in August 2016 for the 2016-17 academic year to reflect current staffing/personnel at MSA8 and across all Orchard Academy sites</p>					

Magnolia Science Academy

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____

TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES NO**

PARENT VOLUNTEER(S): _____ **PRESENT: YES NO**

STUDENT VOLUNTEER(S): _____ **PRESENT: YES NO**

TYPE OF EMERGENCY DRILL:

FIRE: _____ **DROP/TAKE COVER:** _____ **EARTHQUAKE:** _____ **LOCK DOWN:** _____

SHELTER IN-PLACE: _____ **EVACUATION:** _____ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR: YES: _____ NO: _____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:

STUDENT WHO LEFT EARLY:

EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then go to <http://emergencydrills.lausd.net> (please note that you must be on the LAUSD network for this address to work); enter the data and receive your certificate.

(Choose one)

- | | |
|---|--|
| <input type="checkbox"/> Fire
<input type="checkbox"/> Earthquake drill with evacuation
<input type="checkbox"/> Shelter in Place | <input type="checkbox"/> Drop/Cover/Hold or "Drop"
<input type="checkbox"/> Campus Protection or "Lockdown" |
|---|--|

Date: / /

Name: _____ Position: _____

E-Mail: _____ Location Code: _____

1. What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: (am / pm) Time Drill Completed: (am / pm)

3. Total number of staff involved in the drill activity?
 4. Total number of students involved in the drill activity?
 5. Did any special needs students participate in the drill? If yes, about how many?
 6. Did you encounter any challenges with the special needs children? (Y/N)
 7. If yes, please describe challenges:

(Omit #8 for Drop/Cover/Hold or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? (minutes)
 (Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N)
 10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)
 11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during:
 (Check all that apply)
 Yes, during the planning of the drill. Yes, during the execution of drill.
 Yes, after the drill. No, we did not use the Safe School Plan.

(Omit #12, 13 & 14 for Drop/Cover/Hold or "Drop")

12. Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storing area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.
 13. Were parents notified either before or after the drill? (Y/N)
 14. How were parents notified? (method)
 15. Did any parents participate in drill? If yes, about how many?
 16. What did parents do?
 17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

charterSAFE

Claims Reporting Quick Reference Guide

Policy Year: 7/1/2015-6/30/2016

Workers' Compensation, Property/Liability, & Student Accident

Your Primary Claims Contact Is:

Sue Bedard

Risk and Claims Manager

Phone (818) 709-1570

Toll Free (855) 394-5939

sbedard@chartersafe.org

Forms and instructions available
at www.chartersafe.org.

Reportable Claims Include:*

A. Workers' Compensation (WC) Incident/Injury Claims (employees injured or claiming to be injured as a result of their job duties)

B. Property/Liability Claims/ Guest Accident Claims (claims made against the school, employment liability, guest slip/falls, school-owned property theft or damage, etc.)

C. Student Accident Claims (student injuries beyond first aid on campus or during a school sponsored activity)

A. Workers' Compensation (WC) - What to do if an employee injury or illness requiring professional medical treatment occurs:

1. Refer the employee for appropriate medical treatment. If it is an emergency, call 911 and request an ambulance. If it is not an emergency, refer the employee to the industrial medical facility designated by the employer (unless the employee has pre-designated to use his or her own physician).
2. You may wish to provide a copy of the **Workers' Compensation Contact Card** to the employee or paramedic to facilitate the medical provider's intake of the employee and the billing process.
3. Provide a claim form (**DWC81**) to the employee within one working day of finding out about an injury or illness.
4. Complete *employer's* portion of the returned DWC-1 form and give a copy to the employee. Retain your copy in a central location - *not* the employee's personnel file **AND** forward the DWC-1 to the CharterSAFE Claim Manager via fax **(916) 720-0324** or email: **sbedard@chartersafe.org**.
5. Complete the **Employee Incident Call Report**. **Then immediately call CharterSAFE's claim hotline (877) 263-9904 to report the claim.** The hotline service will complete the state-mandated DLSR 5020 (Employer's First Report) for you and will send a copy to the JPA and the claim adjuster. A claim will automatically be established and the adjuster will make contact.
6. There are state-imposed penalties for late or non-reporting. **Report, immediately.**
7. Stay involved and maintain an open dialogue with the employee – don't assume the claim administrator/adjuster is taking care of everything.

charterSAFE

Student Injury Incident

Policy Year: 7/1/15-6/30/16

This is an excess student accident insurance policy for injuries incurred while at school. All other valid collectible medical and dental insurance policies must be utilized prior to consideration of this policy.

Excess Insurance - Gallagher Student Health

Special Risk

C/O Special Risk Dept.

500 Victory Rd. Quincy, MA 02171

PH: 777-345-8928 / FAX: 617-479-0860

Policy #: 11KTT8190002

Insurance Questions?

Contact Gallagher Student Health

Special Risk 777-345-8928

Emergency Drill Calendar:

MSA-8 Emergency Drills Schedule 2017-2018 Academic Year

- August 2017 August Fire Drill
- September 2017 September Drop and Cover Drill
- September 2017 Semester Lock Down/Shelter in Place Drill
- October 2017 October Fire Drill
- October 2017 October Drop and Cover - Shake Out Earthquake Drill
- November 2017 November Drop and Cover Drill
- November 2017 November Fire Drill
- December 2017 December Drop and Cover Drill
- December 2017 Semester Take Cover Drill
- December 2017 December Fire Drill
- January 2018 Semester Lock Down/Shelter in Place Drill
- January 2018 January Drop and Cover Drill
- January 2018 Semester Take Cover Drill
- January 2018 January Fire Drill
- February 2018 February Fire Drill
- February 2018 February Drop and Cover - Earthquake Drill
- March 2018 March Drop and Cover Drill
- March 2018 March Fire Drill
- April 2018 April Drop and Cover Drill
- April 2018 April Fire Drill
- May 2018 May Drop and Cover Drill
- May 2018 May Fire Drill
- June 2018 May Drop and Cover Drill
- June 2018 May Fire Drill

charterSAFE

Liability Incident Call-In Report

(This form is confidential and should NOT be given to parents, guests, or third parties.)

Charter School: _____ Location / Site: _____

School Administrator's name: _____ Title: _____

Address where incident occurred: _____

Type of Incident:

Parent/guest incident ____ Parent/guest complaint/allegation ____ Employee complaint/allegation ____

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM _____ PM _____

Legal complaint or attorney letter received? ____ Yes ____ No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

Cause of incident or complaint (check any that apply):

- Trip/slip/fall
- Allegation of neglect/unsafe conditions
- Allegation of discrimination or abuse
- Employment dispute
- Wrongful termination complaint
- Special education complaint

(Please describe in detail): _____

Comprehensive School Safety Plan

Magnolia Science Academy – Santa Ana

Laura Schlottman, Principal
2840 W 1st St Santa Ana, CA 92703
(714) 557-7004
lbschlottman@magnoliapublicschools.org

A meeting for public input was held on February 3, 2016 at Magnolia Science Academy
Santa Ana

Reviewed by Law Enforcement on February 2, 2016

Plan Adopted by School Site Council 2016

Plan approved by Magnolia Public Schools Board December 8th, 2016

Committee Members

Laura Schlottman, Principal
Teresita Diaz, Dean of Academics
Darya Oral, Resource Specialist
Carolina Herrera, Parent of attending student
Jennifer Gleason, Classified employee
Magdalen Ramírez, Student

This document is available for public inspection on our school's website at
<http://www.msasa.magnoliapublicschools.org>

www.msasa.magnoliapublicschools.org





School Site Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

Vision

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

Core Values

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

§ Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

§ Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

§ Excellence

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.



A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

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

This Safety Plan consists of the following Sections:

- I. Staffing and ATTACHMENT:
- II. General Policies and Procedures for Handling Safety and Specific Emergency Situations
- III. Drugs, Alcohol and Tobacco
- VIII. Incident Report

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

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

1. Review of this Plan and any other emergency policies and procedures;
2. Review of an employee's role during an emergency;
3. Knowledge of how to conduct and evaluate required drills;
4. Familiarity with the layout of buildings, grounds and all emergency procedures;



5. Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
6. Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

1. Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
2. Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
3. Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;



4. Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut
5. Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee
6. Update the list of any disabled students or employees or those who may need evacuation assistance or other
7. Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and
8. Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and
9. Maintain a list of emergency phone numbers in a readily accessible location.

C. Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

D. Emergency On-Site Personnel

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

E. Notification List



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www.magnoliapublicschools.org

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
 - a. Local law enforcement crime data
 - i. Top three crime violations in our area last year, based on www.crimemapping.com/map/region/lapd Carson were:
 1. Theft/Larceny
 2. Assault
 3. Burglary
 - b. Suspension/Expulsion data:
 - i. Student information data was used to identify top suspendable/expellable offenses at our campus. A significant decrease in suspensions/expulsions were noted due to the implementation of Positive Behavior Support and Intervention model
 - ii. Behavior referrals: CoolSIS was used to identify and segregate all behavior referrals.
 - c. School Improvement Plan
 - i. Reviewed current years plan to identify any additional areas of improvement needed.
 - d. Property Damage data
 - i. Reviewed CoolSIS behavior data to identify any property damage that has occurred.
 - e. Attendance rates
 - i. Student attendance rates were pulled from CoolSIS.
 - ii. Truancy data was pulled from CoolSIS

2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
 - a. Parent/Student Handbook
 - b. School Safety Committee
 - c. Discipline Committee
 - d. Administration
 - e. Local School Administration
 - f. School Site Council
 - g. Parent Task Force
 - h. Student Leadership
 - i. Local Law Enforcement Collaboration



Child Abuse Reporting Procedures

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Department of Child and Family Services
800-540-4000

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)



Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)



SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____
CASE NUMBER: _____

PLEASE PRINT OR TYPE

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY												
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS				Street	City	Zip										
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT?												
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT		<input type="checkbox"/> COUNTY PROBATION		AGENCY												
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		DATE/TIME OF PHONE CALL												
	OFFICIAL CONTACTED - TITLE		TELEPHONE		()												
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY										
	ADDRESS		Street	City	Zip	TELEPHONE ()											
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS		GRADE									
	PHYSICALLY DISABLED?		DEVELOPMENTALLY DISABLED?		OTHER DISABILITY (SPECIFY)												
	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO		PRIMARY LANGUAGE SPOKEN IN HOME												
	IN FOSTER CARE?		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:				TYPE OF ABUSE (CHECK ONE OR MORE)										
	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> DAY CARE		<input type="checkbox"/> CHILD CARE CENTER		<input type="checkbox"/> FOSTER FAMILY HOME		<input type="checkbox"/> FAMILY FRIEND		<input type="checkbox"/> PHYSICAL		<input type="checkbox"/> MENTAL		<input type="checkbox"/> SEXUAL		<input type="checkbox"/> NEGLECT
RELATIONSHIP TO SUSPECT		<input type="checkbox"/> GROUP HOME OR INSTITUTION		<input type="checkbox"/> RELATIVE'S HOME		PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH?		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A							
D. INVOLVED PARTIES	VICTIMS / SIBLINGS																
	1. NAME		BIRTHDATE		SEX		ETHNICITY		3. NAME		BIRTHDATE		SEX		ETHNICITY		
	2. _____		_____		_____		_____		4. _____		_____		_____		_____		
	VICTIMS / PARENTS/GUARDIANS																
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY		ADDRESS		HOME PHONE		BUSINESS PHONE			
	_____		_____		_____		_____		_____		()		()				
SUSPECT																	
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY		ADDRESS		HOME PHONE		BUSINESS PHONE				
_____		_____		_____		_____		_____		()		()					
OTHER RELEVANT INFORMATION																	
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____																
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT												
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)																

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party



DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- V. DISTRIBUTION**
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.



Disaster Response Procedures

Emergencies

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

- **Fire:**

- In the case of a school fire, the following procedures should be implemented:
- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.



- Render first aid as necessary.
- Check attendance. Remain with students.

• **Medical Emergency:**

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

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

Provide the following information:

- School name and phone number.
- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.
- Do not hang up until advised to do so by dispatcher.
- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.



- **Earthquakes:**

- Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.
- The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:
- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by School Principal or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- School principal, or his/her designee, will issue further instructions.
- Certificated and classified school staff are trained annually on emergency earthquake procedures.



- **Assaults:**

- Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.
- If a serious assault occurs:
 - Dial 911.
 - Seek first aid or medical attention, if indicated.
 - Have photographs taken of any injuries.
 - Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
 - Obtain names and telephone numbers of any witnesses.
 - Draft incident report and submit it to the School Principal, or his/her designee.
 - School Principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

- Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:
 - If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
 - If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).



- Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
 - Notify buildings and grounds personnel.
 - Close all windows and doors if the spill is outside.
 - Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
 - Remain inside building unless ordered to evacuate by the Fire Department.
 - Fire Department will advise of further actions to be taken.
 - Do not eat or drink anything or apply cosmetics.
 - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
 - The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.
- **Civil Disturbance:**
 - A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:
 - Notify local law enforcement authorities-Dial 911.
 - If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
 - Do not argue with participant(s).
 - Have all students and employees leave the immediate area of disturbance.



- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

• **Vandalism:**

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

• **Utility or Power Failure:**

- The following procedures should be used in case of utility or power failure:
 - Staff and students should remain in classroom until further instruction.
 - Custodial and maintenance personnel should determine cause of incident and seek outside

assistan
ce if

necessary.



- Staff and students outside of a classroom at the time of the incident should report to main office.
 - Building and grounds personnel report to utility company if necessary.
 - If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
 - Where utility failure presents an emergency, evacuation procedures should be implemented immediately.
- **Bomb Threat:**
 - Person receiving call:
 - Listen - Do not interrupt caller.
 - If possible, alert other staff by a pre-arranged signal while the caller is on the line.
 - In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
 - Attempt to ask questions and elicit the information required to determine the severity of the threat.
 - Notify School Principal, or his/her designee, immediately.
 - The School Principal, or his/her designee will:
 - Notify Police Department – Dial 911.
 - With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.



- Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
 - With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
 - If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
 - An incident report should be drafted before the end of the workweek.
- **Explosion:**
 - If an explosion occurs at the school, the following procedures should be used:
 - Give DROP AND COVER command.
 - Sound building fire alarm. This will automatically implement action to leave the building.
 - Notify Fire Department – Dial 911.
 - Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Evacuate to outdoor assembly area.
 - Check attendance. Remain with students.
 - Render first aid as necessary.
 - Notify grounds and building personnel.



- Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
 - Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
 - Draft incident report by the end of the week.
- **Fighting or Riot:**
 - School staff should follow these guidelines when a fight occurs:
 - Send a reliable student to the office to summon assistance.
 - Speak loudly and let everyone know that the behavior should stop immediately.
 - Obtain help from other teachers if at all possible.
 - If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
 - Call out the names of the involved students (if known) and let them know they have been identified.
 - For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
 - Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
 - Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.



- Staff should follow these guidelines when a riot occurs:
 - The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lockdown orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

- **Hostage Situation:**

- In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
 - Stay calm.
 - Don't be a hero.
 - Follow instructions of captor.
 - Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
 - Inform captors of medical or other needs.
 - Be prepared to wait; elapsed time is a good sign.
 - Don't try to escape; don't try to resolve situation by force.
 - Be observant and remember everything that is seen or heard.
 - If a rescue takes place, lie on the floor and await instructions from rescuers.
 - The School Principal, or his/her designee, should be responsible for the following:



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

- **Death of a Student:**

- By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:
- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.



- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

• **Intruder or Individual with Deadly Weapon / Active Shooter:**

- If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:
 - Avoid confronting the student or gunman.
 - Notify the School Principal, or his/her designee, or school office immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - The School Principal, or his/her designee, should follow these guidelines:
 - Notify law enforcement immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - Determine the level of threat. If the level of threat is high, call for additional backup.
 - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
 - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

• **Lock Down**

- This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.



- The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
- Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
- If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
- All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

Use of School Facilities for Mass Care and Welfare Shelters

In the case of disasters or other emergencies, the school will support the emergency procedure systems mandated by all law enforcement, government, or public safety agencies to ensure that pupils, and both certificated and classified staff follow necessary protocols to allow the school to serve as a mass care and welfare shelter.

Evacuation

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

The School Principal or his/her designee should:

- Notify the school district office, county official or designee.
- Notify local law enforcement authorities.
- Notify school transportation support.
- Note the special needs of students or staff.



- Direct clerical staff to take schools master enrollment list.
- Direct school nurse or designee to prepare emergency medications to be transported.
- Direct all personnel to leave the building and secure the building.
- Notify students' parents or legal guardians as situation permits.

School staff should:

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

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

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



Drugs, Alcohol and Tobacco

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

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

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

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See *MPS Student-Parent Handbook*.
- Determine what intervention or follow-up procedures are necessary including counseling.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

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



Fire Drills

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

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

School Safety Management Team

Management Organization Chart

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

Guidelines for Handling the Media

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

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.



- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

-

Annual Inspections

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

- Classroom
- Corridors
- Cafeteria
- Office
- Teacher's Workroom and Employee Lounge
- Restrooms
- Custodial
- Storage Room



- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

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

Parental Notification

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

Classroom Safety Kits

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

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)
- Sheets
- Candles



Suggested first aid items:

- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

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

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

A. SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Comment [BEH1]: Per our discussion, we reviewed this section against the suspension/expulsion language in the MSA 9 charter, which is the most updated. However, I also understand that LAUSD made some findings against that charter and our office is currently reviewing. Thus, per our discussion, if any changes are made to that charter, the same changes should be made herein. Additionally, per our discussion, we are providing a template readmission and reinstatement policy.



When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

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

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

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding



performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Comment [BEH2]: Per our discussion, these sections were not in the MSA 9 charter, the most updated, so we removed.



4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).



19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
24. Intentionally "hacked" or broken into a School or School affiliated computer system.
25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:



Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)



Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;



- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)



Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**, 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**, 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Comment [BEH3]: Per our discussion, no longer in charter, so we removed here.

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.



- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Gun Free Schools Act

Charter School shall comply with the federal Gun Free Schools Act.

For specific details, refer to LAUSD Board Policy and Administrative Regulations.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the LAUSD regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

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



This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**

Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in CoolSIS. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a)(1)** Mutual fight
 - (a)(2)** Assault/Battery
 - (b)** Possessed, sold or furnished dangerous object
 - (c)** Controlled substance/alcohol
 - (d)** Imitation controlled substance
 - (e)** Robbery/extortion
 - (f)** Vandalism
 - (g)** Theft
 - (h)** Tobacco/nicotine products
 - (i)** Obscene act, habitual profanity/vulgarity
 - (j)** Drug paraphernalia
 - (k)** Disruptive/willfully defiant behavior (grades 4-12)
 - (l)** Received stolen property
 - (m)** Imitation firearm
 - (n)** Sexual assault or battery
 - (o)** Harassed/threatened witness
 - (p)** Sale of soma
 - (q)** Hazing
 - (r)** Bullying/cyberbullying
 - (s)** Aiding and abetting



- E.C. 48900.2 Sexual harassment (gr 4-12)
- E.C. 48900.3 Hate violence (gr 4-12)
- E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
- E.C. 48900.7 Terrorist threats against school officials or property
- E.C. 48915 (a)(1)(A) Serious physical injury
 - (a)(1)(B) Possession: knife or dangerous object
 - (a)(1)(C) Controlled substance
 - (a)(1)(D) Robbery or extortion
 - (a)(1)(E) Assault/battery of school employee
- E.C. 48915 (c)(1) Possessing, selling, furnishing firearm
 - (c)(2) Brandishing a knife at another person
 - (c)(3) Selling a controlled substance
 - (c)(4) Committing or attempting to commit sexual assault or battery
 - (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.



SAMPLE

**Confidential
Memorandum**

To: _____, Teacher
From: _____, Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal



Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above. Prohibited Unlawful Sexual Harassment:

In accordance with existing discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

MPS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.



It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.



Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms). The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment. MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Sexual Abuse and Sex Trafficking

- MPS will collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to ensure that the school site is prepared to address the threat of sexual abuse and sex trafficking in accordance with EC 49380.

B. Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.



Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.



Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the *MPS Employee Handbook* and *MPS Student-Parent Handbook*.

If harassment or discrimination occurs, school staff should:

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

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

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

Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.



Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.



Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a nonemployee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal (or CEO (or Board President.))

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present:

Where did the incident(s) occur?



Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____



Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____ Print Name _____

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:



Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.



Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;



- Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions;
 - E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
 - Keeping the door open when alone with a student;
 - Keeping reasonable space between you and your students;
 - Stopping and correcting students if they cross your own personal boundaries;
 - Keeping parents informed when a significant issue develops about a student;
 - Keeping after-class discussions with a student professional and brief;
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
 - Involving your supervisor if conflict arises with the student;
 - Informing the Executive Director about situations that have the potential to become more severe;
 - Making detailed notes about an incident that could evolve into a more serious situation later;
 - Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
 - Asking another staff member to be present if you will be alone with any type of special needs student;
 - Asking another staff member to be present when you must be alone with a student after regular school hours;
 - Giving students praise and recognition without touching them;
 - Pats on the back, high fives and handshakes are acceptable;
 - Keeping your professional conduct a high priority;
 - Asking yourself if your actions are worth your job and career.

School-wide Dress Code prohibiting gang-related apparel

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



DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

MPS STUDENT UNIFORM POLICY

Pants, shorts, skirts, skorts, or capris are acceptable.

Pants/Skirts/Skorts/Shorts:

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.



- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

- Should not be noticeable through or outside of clothing, tops and bottoms.

Uniform:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.

Shoes:

- Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.

Jewelry and accessories/Cosmetics:

- Should be modest, appropriate for school, and not attract undue attention.
- Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
- No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.



- Facial, tongue, and body piercing are not allowed.
- Bracelets: Must be tasteful and not attract undue attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

- Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
- Colors such as red, blue, purple, green, white, etc. are not permitted.
- Hair must be neat, clean, and well kept.
- If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
- Excessive "gel" of any kind is not acceptable, and should not be visible.
- Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.
- Combs may not be left in hair.
- No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.
- No Mohawks or Fohawks
- For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.



Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

Belts (required for all variations of dress uniform):

- Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
- The buckle may only have one catch.
- Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
- Any excess length of belt must be tucked through a belt loop and may not hang down.

TOP

- White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

FOOTWEAR

- The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)
- “Athletic” shoes for the dress code must be completely black, white or brown.
- Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white
- No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

PE UNIFORM

- TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.
- BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student’s waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.



- **FOOTWEAR:** Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.

OUTERWEAR

- Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.

For colder weather:

- MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
- Sweatshirts and jackets must be solid navy blue, black, or gray or match the school level uniform.



Procedures for Safe Ingress and Egress from School

***Please see school map at bottom of this Safety Plan**

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

Visitors should:

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

School personnel should:

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

Visitors who fail to comply with school procedures:

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



- PA announcement using pre-determined code phrase.
- Classroom doors should be closed.
- Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

INSTRUCTIONS

Create a plan, using the below format to make the school safer and more effective. The plan will address two factors, The Social Climate and The Physical Environment to identify your schools strengths, areas of desired change and future plans.

Create a caring and connected school climate-How do you make Students and Staff believe that the school is a caring community?

A. Involve parents:

Goals:

1. Continue Home Visit program, including an increased stipend for teacher home visits
2. Continue monthly Parent Force Meetings
3. Continue parent volunteer opportunities for parents
4. Continue Open House Nights
5. Continue Back to School Nights
6. Continue Parent-Teacher Conferences

B. Recognize and build on the cultural richness of your school community

Goals:

1. Dean of Culture will lead participation of school community within our local community through programs and events like the Compton Homeless Count Initiative, Saturday Parenting Classes, hiring of former students to after-school program, etc.
2. Allow student stakeholders to participate in developing Student Learning Outcomes

C. Provide training so staff can meet the unique needs of the student body

Goals:

1. Implement monthly staff-wide professional development on socio-emotional development
2. Set high academic and behavior goals
 - a. Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)
 - b. Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2016-17 school year)
3. Improve curriculum and teaching practices
4. Include health and resiliency curriculum



- a. During the 2016-2017 school year, MSA-3 will continue to offer a weekly Life Skills class to all students. The MSA-3 leadership team is currently studying the possibility of modifying our current Morning Advisory to incorporate and implement elements of our Life Skills curriculum for more intensive mentoring
- 5. Address multiple learning styles
- D. Promote caring, supportive relationships with students
- Goals:
 - 1. Support the Socio-Emotional Learning of all students.
 - 2. During the 2016-2017 school year, MSA-3 will continue to offer a weekly Life Skills class to all students. The MSA-3 leadership team is currently studying the possibility of modifying our current Morning Advisory to incorporate and implement elements of our Life Skills curriculum for more intensive mentoring
 - 3. Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
 - 4. Continue community outreach with can drives to homeless and/or low-income families at the beginning of long breaks
 - 5. Continue developing and strengthening our Student Government
 - 6. Continue employing an part time on-site Edge Coach
 - 7. Services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced students
 - 8. Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)
 - 9. The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2016)
 - 10. Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)
 - 11. Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)
 - 12. Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)
 - 13. Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)
 - 14. Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)
 - 15. Pilot the use of online courses that allow students to work at their own pace and potentially earn high school credit through the FuelEd in selected classes in the Spring 2016 semester with an eye to implementing blended learning throughout the school day and after school academic enrichment program in the 2016-2017 school year



16. Provide opportunities for student to have meaningful participation in school and community service

- E. Emphasize critical thinking and respect
- F. Communicate clear discipline standards
- G. Communicate procedures to report and deal with threats
- H. Empower students to take responsibility for safety
- I. Train staff on bullying prevention and tolerance
- J. Provide training for student and staff on dangers of drugs and alcohol
- K. Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
- L. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015
- M. Collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a plan to address the threat of sexual abuse and sex trafficking. EC 49380 effective January 1, 2015

The Physical Environment-place:

Create a physical environment that communicates respect for learning and for individuals and safety

How does your school site:

- A. MSA-3 maintains a clean environment through utilizing LAUSD custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.
- B. MSA-3 involves itself in the community by participating in numerous community events throughout the school year (Thanksgiving and Christmas can drives, Homeless Count Initiative, Black College Expo, University and College campus visits, etc).
- C. Share information about student crime and truancy with law enforcement
- D. Make your campus secure from outside criminal activity
- E. Limit loitering
- F. Dedicated supervision staff, admin, and teachers all support with supervision before, during, and after school
- G. Utilize shared cafeteria and quad area for general times
- H. Maintain clean and safe restrooms
- I. Provide adequate lighting in all areas
- J. Provide student with current textbooks and materials
- K. Maintain a variety of sports facilities and equipment
- L. Generate a set of reading books in each classroom
- M. Communicate procedures for security including NIMS Plan
- N. Deal with vandalism before students return to school
- O. Inventory, Identify and store valuable property



- P. Provide training for security personnel and staff
- Q. Engage students and the community in campus beautification projects
- R. Promote school and neighborhood watch programs
- S. Maintain daily random metal detector searches

Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104

The Social Climate and the Physical Environment

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

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

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled the student-parent handbook, which addresses the schools regulations and policies to set a standard.

Core Values

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

§ Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.



§ *Connection*

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

§ *Excellence*

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1. Parents should encourage their child to talk with the teacher.
2. Parents can encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1. Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.



2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, MPS Central Office and the MPS Board and, after that, the School District/County/State would be the next avenue of communication.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in CoolSIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).



Parents' Rights and Responsibilities:

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

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.



- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- "All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school." Education Code, § 48900 et seq.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.

To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.



CoolSIS provides the following information:

1. Attendance: Each student's attendance (tardy/absence) is recorded daily (by each teacher) in 'real-time.' This is one method our parents can monitor their child's attendance in each class daily.
2. Grades: Our teachers input all academic grades online for each assignment, quiz, and examination.
3. Behavior: Each student receives a 'Behavior' grade that is recorded on CoolSIS.
4. Homework/Assignments: Our teachers upload and document all homework assignments on CoolSIS. This information is useful for students who were absent from class and also provides a reminder for those who may have forgotten to record their homework assignment for a course.
5. CoolSIS Point System: we believe that students should be rewarded for good work, positive behavior and exceeding the school's expected school-wide learning results which students earn points and are recorded on CoolSIS. The CoolSIS point system serves as an incentive program that our teachers use to encourage students to improve. However, when students fail to demonstrate positive behavior, and/or the school-wide goals then points are deducted.
6. Communication: CoolSIS provides another effective method for parents, students and teachers and the school's leadership team to communicate online and leave messages that are documented through a communication log. The types of communications include but are not limited to: informing parents about their child's academic progress, progress reports, mandatory tutoring letters, announcements, articles posted on the school's website, honor roll, behavior, recognition of perfect attendance, upcoming Parent Task Force meetings/events, and upcoming awards for recognition. Also, teachers can post updates, upcoming deadlines and leave messages for students and parents using CoolSIS. For parents who do not have access to a computer, the front office has a computer available for their use anytime during school hours and after-school. CoolSIS provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.



- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our SLO's are also integrated and further reinforced in our Life Skills Curriculum, a requirement for all students in grades 6-8. Each year, the Principal will join the other 10 from all Magnolia Public Schools to collaborate to discuss and reflect on the impact of the Life Skills Curriculum, the school's mission, vision and school culture. Based on the discussion and feedback, the curriculum is revised to support the school's culture and engage all students while creating a safe and respectful learning environment for all students.

The 2016-2017 Life Skills Curriculum addresses the following issues/topics as part of the curriculum:

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



Life Skills is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 10% of our parents continuously attend monthly PTSC meetings. Our PTSC supports our school and students through fundraising, recruiting volunteer for our school, and student outreach/recruitment. The purpose is to support the school staff and students in the school's areas of needs and as family to create a community within our school. Our goal is to increase the percentage of parents attending. We understand that our parents lead hectic lives so we are having parent meetings in the mornings and evenings as a pilot program to assess if this move will increase parent participation.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive trainings on school wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, trainings on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015

Physical Environment

Our school provides a safe, healthy, and nurturing environment characterized by trust, caring and professionalism. We have adopted and implemented a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations. It is the responsibility of the on-site school administration to consistently monitor all activities to ensure safety and security of the students. Parents and students are also made aware of these policies as it regards to them in the form of student and parent handbooks. We are dedicated to enforcing school functions as a drug-free, alcohol-free, and tobacco-free zone, as well as a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyber bullying via school-wide assemblies and individual guest speakers. All staff members



are mandated reporters in case of child abuse or violence. Emergency safety plans have been written up to address emergency situations (e.g. natural disasters and fires). Each classroom is equipped with a copy of these plans and disaster drills are practiced throughout the year.

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Timeline for implementation: August 2015
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders
- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.
 - Resources needed: Walk-thru form, building supplies
 - Person(s) responsible for implementation: Plant manager
 - Timeline for implementation: August 2015
 - Budget: Refer to schools annual budget

Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

Magnolia Public Schools Student Code of Conduct: MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Expected Student Behavior

Students should always remember that their behavior and actions at school and at school sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from an MPS student:



Breakfast/Lunch Time:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.

Remember that restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips: Students must:

- Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.



- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
 - Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
 - Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
 - Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
 - Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
 - Respect others personal space and keep your hands to yourself even in play.
 - Have a pass to be in the above areas during class time.
 - Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
 - Public displays of affection are prohibited.
 - Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
 - Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
 - Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage. •
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
 - Not misuse the hall pass as it will result in loss of the hall pass privilege.
 - Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

Classroom:

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

Classroom Procedures and Consequences: Please check the teacher's syllabus for specific consequences which may include:

1. In Class Warning
2. Student-Teacher Conference
3. Detention / Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

COOLSIS Behavior Points

[For Middle & High School Only: Student behavior will be recorded on CoolSIS and students will receive the following rewards or consequences based on their behavior points.



Positive Rewards:

+5 Contact parent/guardian +10 Lunch speed pass +15 Treat +20 One day free dress (pass will be given)
 +25 Extended lunch period +30 Two day free dress (pass will be given) +35 VIP breakfast +40 Entered in
 a raffle +45 Free dress – every Friday for one month (pass will be given) +50 VIP lunch and “Race to the
 top”

Negative Consequences:

-5 Contact parent/guardian -10 Loss of privileges -15 Parent conference / Red slip* -20 Behavior plan
 and lunch detention -25 Shadowed by parent for a day and one hour after school detention -30 Student
 improvement team -35 Pending discipline committee outcome -40 Pending discipline committee
 outcome -45 Pending discipline committee outcome -50 Discipline hearing with discipline committee,
 parent and student.

Students earn a positive CoolSIS point for receiving all acceptable marks and a signature on their red slip.
 When a student receives negative twenty or more discipline entries recorded on CoolSIS, the MPS
 administration will arrange a meeting with that student and the parent to develop a behavioral plan. If
 the student fails to abide by the discipline tracker rules or an agreement between the administration,
 parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

C. Unacceptable types of Behavior

All students at MPS are entitled to the rights guaranteed by the United States Constitution and Bill of Rights,
 and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions
 taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the
 unacceptable student behaviors listed in this handbook may incur consequences. These consequences range
 from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and
 criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as
 required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline
 any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at
 school or at a school related or school-sponsored function or any activity or any act that has a negative effect on
 the school environment or that is performed with/on/by/via school equipment or school property. The following
 tables delineate unacceptable types of behavior and possible consequences.



BEHAVIORAL EXPECTATIONS		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<ul style="list-style-type: none"> ◆ Keep hands to yourself. ◆ Ask for permission to use any equipment, resources or materials. ◆ Use equipment appropriately and for its intended use. ◆ Walk to and from class during transition periods. ◆ Report unsafe behaviors (e.g., bullying) ◆ Remain in assigned areas. ◆ Solve problems peacefully. ◆ If you are unsure of something, seek help from or ask an adult. 	<ul style="list-style-type: none"> ◆ Arrive to class on time and ready to work. ◆ Be on task. ◆ Be prepared each day with school materials. ◆ Give full effort in all work. ◆ Raise hand in class. ◆ Be in proper uniform. ◆ Follow classroom expectations. ◆ Throw away waste in proper receptacle. ◆ Keep campus clean. ◆ Sit in assigned seat. ◆ Respect school property and ask before borrowing other's property. ◆ Use restroom during non-class time. 	<ul style="list-style-type: none"> ◆ Follow the teacher's directions and use positive language with peers. ◆ Acknowledge one's mistakes and correct them. ◆ Be kind to others. ◆ Respect each other's differences. ◆ Respect other's property and personal space. ◆ Use a quiet, conversational voice. ◆ Use polite language such as thank you, you're welcome, and I'm sorry. ◆ If in disagreement, voice concerns respectfully and appropriately. ◆ Cooperate with adults and peers.
Level 1 Infractions		
<ul style="list-style-type: none"> ▪ Invading personal space ▪ Fighting and/or arranging altercations ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area 	<ul style="list-style-type: none"> ▪ Habitually tardy and/or not being in assigned location ▪ Disrupting the learning environment/Off task ▪ Littering ▪ Not having proper materials, supplies, and/or equipment for class participation ▪ Inappropriate use of electronic devices ▪ Dress code violation 	<ul style="list-style-type: none"> ▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ▪ Violation of school/class rules ▪ Passive participation in hurtful acts/words against others ▪ Public display of affection (holding hands, kissing, hugging, etc.) ▪ Disrupting learning environment ▪ Refusing to cooperate and comply with school rules/personnel
Possible Corrective Strategies		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> • Re-teaching school behavior expectations • Having the student apologize and making amends with those affected <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian 	<ul style="list-style-type: none"> • Implement a Home to School and School to Home Communication System (e.g., SIS) • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Refer the student to the Reflection Committee 	



Level 2 Infractions		
<ul style="list-style-type: none"> ▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Extortion 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel ▪ Disrupting learning environment
Possible Corrective Strategies		
<p>Steps:</p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p>Corrective Strategies:</p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Comment [BEH4]: Per our conversation, we wanted to look for a way to ensure consistency between these charts, which are not in the charter but are considered part of the progressive discipline plan referenced in the charter, and the actual suspension/expulsion policy in the charter and herein. Adding this clarifying language seems to address this concern without making a lot of changes or revisions to this chart, which I understand MPS wants to keep with as few changes as possible. Let me know if you have questions.



Level 3 Infractions		
<ul style="list-style-type: none"> ▪ Physically assaulting with serious bodily injury ▪ Conduct or habits injurious to others (peers/authority) ▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia ▪ Bullying (harassing, intimidating, cyberbullying) ▪ Fighting and/or arranging altercations ▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Arson, attempting to commit arson and/or possession of explosives ▪ Causing a false fire alarm ▪ Making a bomb/explosive threat ▪ Encouraging other students to violate school rules ▪ Student hazing ▪ Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> ▪ Inappropriate use of electronic devices ▪ Public displays of sexually explicit behavior ▪ Defacing and/or vandalism of school property ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Stealing and/or possessing stolen property ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Lewd conduct ▪ Planning and/or arranging actions with malicious intent ▪ Bullying/cyberbullying ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Writing or drawing obscene /profane language/pictures
Possible Corrective Strategies		
<p>Steps:</p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p>Corrective Strategies:</p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	



Assaulting, Fighting and/or Arranging Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices:

CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Texting/Sexting:

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning:

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

Horseplay:

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.



False Fire Alarms:

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures:

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

Vulgarity, Profanity and Obscenity:

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

Behaving Disrespectfully towards Teachers or Staff:

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

Smoking or Use of Other Tobacco Products:

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

Stealing and/or Vandalizing School/Private Property & Graffiti:

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

Displaying Threatening Behavior:

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

Bringing Weapon in School:

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



Possession or Use of Fireworks:

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

Arson:

Intentionally starting any fire or combustion on school property

Public Display of Affection:

Public displays of affection are not allowed.

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

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to the following discipline.

Students with an IEP:

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specified misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved. Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

Hate Crime Policies and Procedures

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Bullying and Cyberbullying Prevention Policies and Procedures

Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via



social media or electronic communications. Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Student Hazing:

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Safety Goals for 2017-2018:

Goal 1: All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
 - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
 - Resources needed: Safety plan,
 - Person(s) responsible for implementation: Designated administrator, safety committee
 - Budget: None
 - Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
 - Related Activities: Teachers can report concerns during weekly staff meetings.



- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Budget: Refer to schools annual budget

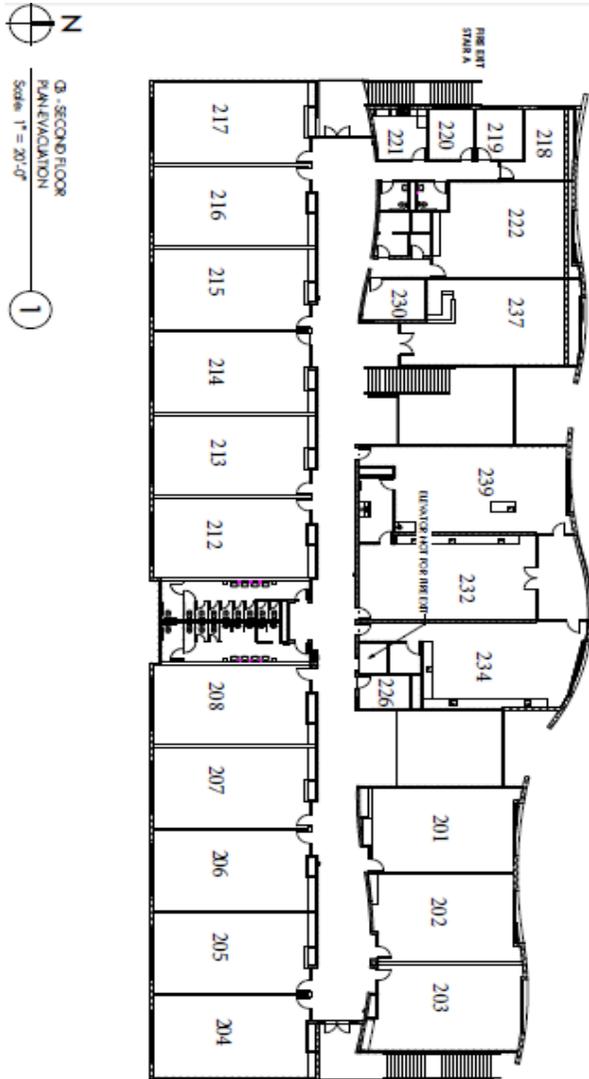
Evaluation guidelines: Surveys, Feedback from stakeholders



Campus Map



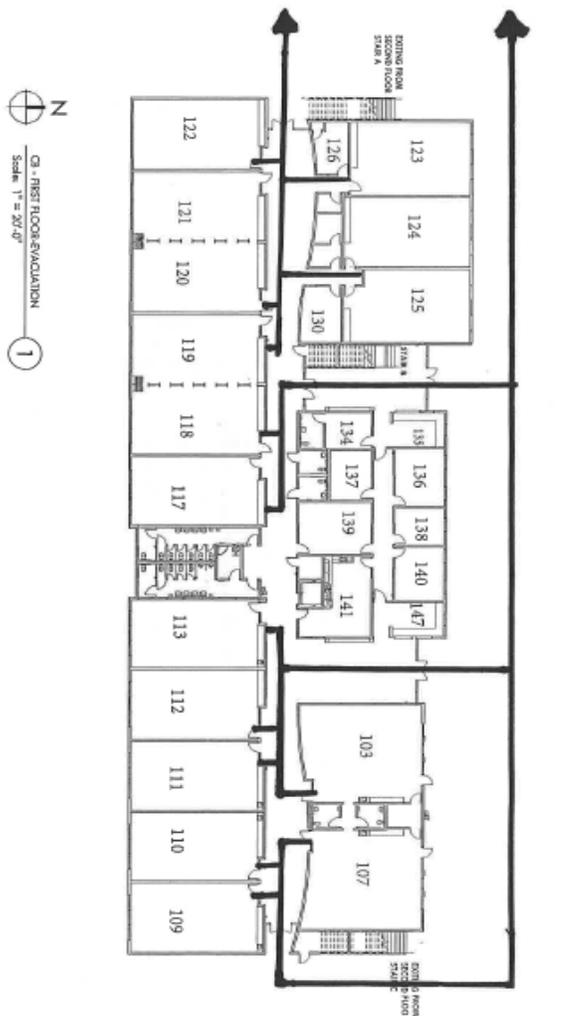
www.magnoliapublicschools.org



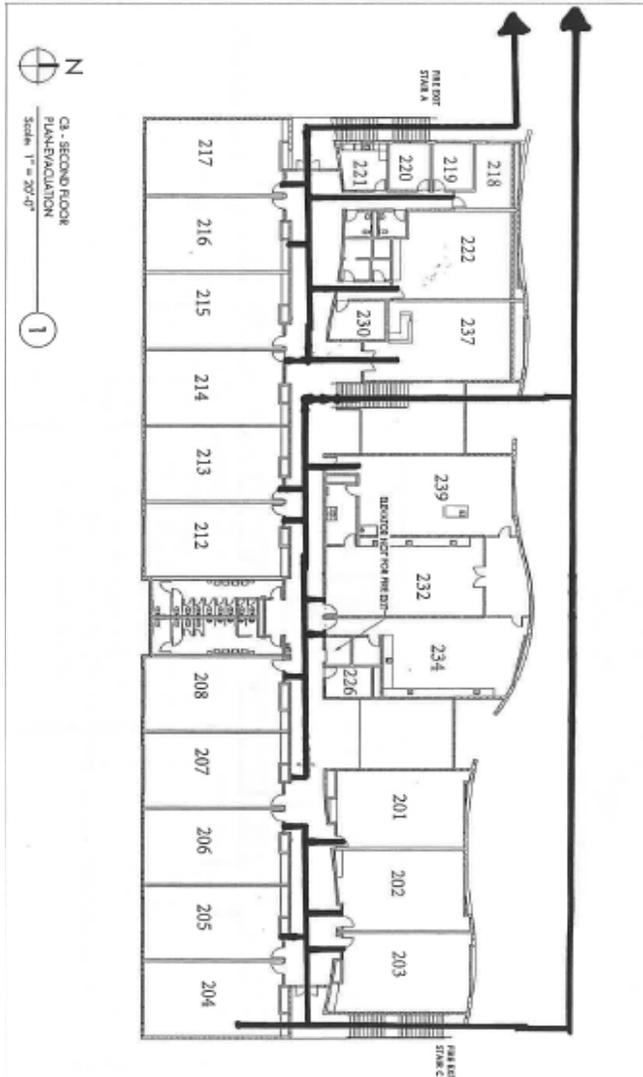
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Campus Map with Evacuation Routes



www.magnoliapublicschools.org





Magnolia Science Academy - Santa Ana

DATE: _____

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME _____ **ROOM** _____
TEACHER'S ASSISTANT'S NAME: _____ **PRESENT: YES** ___ **NO** ___
PARENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___
STUDENT VOLUNTEER(S): _____ **PRESENT: YES** ___ **NO** ___

TYPE OF EMERGENCY DRILL:

FIRE: ___ **DROP/TAKE COVER:** ___ **EARTHQUAKE:** ___ **LOCK DOWN:** ___
SHELTER IN-PLACE: ___ **EVACUATION:** ___ **OTHER:** _____

ALL STUDENTS ACCOUNTED FOR: YES: ___ **NO:** ___

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:



MAGNOLIA PUBLIC SCHOOLS EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information

- | | |
|---|--|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Drop/Cover/Hold or "Drop" |
| <input type="checkbox"/> Earthquake drill with evacuation | <input type="checkbox"/> Campus Protection or "Lockdown" |
| <input type="checkbox"/> Shelter in Place | |

Date: ___/___/___

Name: _____ Position: _____

E-Mail: _____ Location Code: _____

1. What type of alert system did you use to alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

2. Time Drill Started: _____ (am / pm) Time Drill Completed: _____ (am / pm)

3. Total number of staff involved in the drill activity?
 4. Total number of students involved in the drill activity?
 5. Did any special needs students participate in the drill? If yes, about how many?
 6. Did you encounter any challenges with the special needs children? (Y/N)
 7. If yes, please describe challenges: _____

(Omit#8 for Drop/Cover/Hold or "Shelter-in-Place", "Drop" & "Lockdown")

8. How long did it take to evacuate all buildings? _____ (minutes)
 (Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

9. Did you establish an Incident Command Post? (Y/N)
 10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)

(Omit#11, 12&13 for Drop/Cover/Hold or "Drop")

11. Did you use any supplies during the drill? (Check all that apply)
 Yes, our staff took supplies out their storing area.
 Yes, our staff used the supplies during the drill.
 No, we did not use emergency supplies.
 12. Were parents notified either before or after the drill? (Y/N)
 13. How were parents notified? (method)
 14. Did any parents participate in drill? If yes, about how many?
 15. What did parents do? _____
 16. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.



17. Did you encounter problems with any of the following?
 (Omit# "d, e, & f" for Drop/Cover/Hold or "Drop")
 (Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

18. Did you debrief after the drill? (Y/N)

19. What were the three top lessons learned?

1. _____
2. _____
3. _____

20. How can this drill be improved in the future?

 Administrator's Name

 Administrator's Signature



Magnolia Science Academy – Santa Ana Drill Schedule 2016-2017

Month	Date	Time	Drill
September	9/16	2:10	Fire
October	10/20	10:20	Great Shakeout
November	11/2	11:00	Fire
November	11/15	1:33	Lockdown
December	12/2	9:10	Lockdown
January	1/26	1:33	Earthquake
February	2/21	11:00	Fire
March	3/15	9:10	Lockdown
April	4/27	9:45	Earthquake
May	5/18	11:00	Fire
June	6/2	2:01	Lockdown



Magnolia Science Academy – Santa Ana Projected Drill Schedule 2017-2018

Month	Drill
September	Fire
October	Great Shakeout
November	Fire
November	Lockdown
December	Lockdown
January	Earthquake
February	Fire
March	Lockdown
April	Earthquake
May	Fire
June	Lockdown



charterSAFE

Liability Incident Call-In Report

(This form is confidential and should NOT be given to parents, guests, or third parties.)

Charter School: _____ Location / Site: _____

School Administrator's name: _____ Title: _____

Address where incident occurred: _____

Type of Incident:

Parent/guest incident Parent/guest complaint/allegation Employee complaint/allegation

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM _____ PM _____

Legal complaint or attorney letter received? Yes No (if yes, please fax a copy with this report)

Specific location (e.g. *northwest corner of Building G*) where incident occurred: _____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

Name of person to whom the incident/complaint was reported: _____

Contact Information: Phone: _____ Email Address: _____

If the incident/complaint was not reported immediately, why not? _____

Cause of incident or complaint (check any that apply):

- Trip/slip/fall
- Allegation of neglect/unsafe conditions
- Allegation of discrimination or abuse
- Employment dispute
- Wrongful termination complaint
- Special education complaint

(Please describe in detail): _____



Check any of the following possible causes which may apply:

- | | |
|--|---|
| <input type="checkbox"/> Failure to follow proper policy | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Inattention | <input type="checkbox"/> Act of other |
| <input type="checkbox"/> Carelessness | <input type="checkbox"/> Alcohol/drug use |
| <input type="checkbox"/> Unreasonable demands | <input type="checkbox"/> Unsafe act |

What steps have been taken or recommended to prevent or reduce the likelihood of a recurrence?

Comments: _____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

Do not fax report; the JPA will receive a copy from the hotline.



charterSAFE

Claims Reporting Quick Reference Guide

Policy Year: 7/1/2015-6/30/2016 Workers' Compensation,
Property/Liability, & Student Accident

Your Primary Claims Contact Is: Sue Bedard Risk and Claims Manager Phone (818) 709-1570 Toll Free (855) 394-5939 sbedard@chartersafe.org

Forms and instructions available at www.chartersafe.org.

Reportable Claims Include:

Your Primary Claims Contact Is: Sue Bedard Risk and Claims Manager Phone (818) 709-1570 Toll Free (855) 394-5939 sbedard@chartersafe.org

Forms and instructions available at www.chartersafe.org.

A. Workers' Compensation (WC) Incident/Injury Claims (employees injured or claiming to be injured as a result of their job duties)

B. Property/Liability Claims/ Guest Accident Claims (claims made against the school, employment liability, guest slip/falls, school-owned property theft or damage, etc.)

C. Student Accident Claims (student injuries beyond first aid on campus or during a school sponsored activity) **A. Workers' Compensation (WC) - What to do if an employee injury or illness requiring professional medical treatment occurs:**

Refer the employee for appropriate medical treatment. If it is an emergency, call 911 and request an ambulance. If it is not an emergency, refer the employee to the industrial medical facility designated by the employer (unless the employee has pre-designated to use his or her own physician).



You may wish to provide a copy of the **Workers' Compensation Contact Card** to the employee or paramedic to facilitate the medical provider's intake of the employee and the billing process.

Provide a claim form (**DWC-1**) to the employee within one working day of finding out about an injury or illness.

Complete *employer's* portion of the returned DWC-1 form and give a copy to the employee. Retain your copy in a central location - *not* the employee's personnel file **AND** forward the DWC-1 to the CharterSAFE Claim Manager via fax **(916) 720-0324** or email: **sbedard@chartersafe.org**.

Complete the **Employee Incident Call-In Report**. Then *immediately* call CharterSAFE's claim hotline **(877) 263-9904** to report the claim. The hotline service will complete the state-mandated DLSR 5020 (Employer's First Report) for you and will send a copy to the JPA and the claim adjuster. A claim will automatically be established and the adjuster will make contact.

There are state-imposed penalties for late or non-reporting. *Report immediately.*

Stay involved and maintain an open dialogue with the employee – don't assume the claim administrator/adjuster is taking care of everything.

B. Property/Liability Claims - What to do if school-owned vehicle or property is damaged or stolen, liability claim is made against the school, or a guest injury occurs on your premises.

Any sexual abuse incident/allegation or claim asserted against the school must be reported as soon as it is brought to the attention of the school, regardless if a demand letter has been received or not. A delay in reporting could result in a lapse of coverage.

Complete either the **Liability Incident Call-In Report** or the **Property/Vehicle Loss Incident Call-In Report** based upon the nature of the incident. *(These forms are confidential and should NOT be given to guests or third parties.)*

Then *immediately* call CharterSAFE's claim hotline **(877) 263-9904** to report the claim. A claim file will automatically be established and an adjuster will make contact. *(This report is confidential and should NOT be given to guests or third parties.)* Note: The hotline is a vendor-provided service that is available 24/7 and will contact CharterSAFE immediately in an emergency; they may not be able to answer all of your questions. For claim assistance please call (855) 394-5939.



C. Student Accident Claims - What to do if a student injury requiring professional medical treatment occurs (anything beyond basic first aid, such as ice or a bandaid):

1. Provide first aid, refer student to the family's choice of medical provider, or if needed, call 911 for emergency medical treatment; contact parent/guardian per school policy. Inform the parent that the Student Accident Insurance is available.*
2. If the family wishes to file a Student Accident claim, the school should complete Part I of the **Gallagher Koster/BMI Benefits claim form** and sign it, then provide the parent/guardian with the Gallagher Koster/BMI Benefits claim form and the instruction sheet. Also, provide the **Student Injury Incident Card** to the family to take with them to the medical provider.
3. If professional medical services beyond first aid were needed or recommended to the family, complete the **Student Accident Call-In Report**. (*This form is confidential and should NOT be given to parents or students.*)
4. **Then immediately call the CharterSAFE Hotline at (877) 263-9904** and make a verbal report of the injury so a report number may be assigned and referenced if litigation occurs. (*This report is confidential and should NOT be given to parents or guests.*) Note: This is not considered to be "filing a claim" – the parents must also complete the **Gallagher Koster/BMI Benefits** claim form and send it to the insurance company, along with the requested documents.

* The Student Accident Insurance (SAI) provided by CharterSAFE covers medical expenses arising from student injuries. The family's health insurance is primary, but if there is no health insurance, the SAI becomes primary. SAI is a no-fault insurance coverage and claims do not impact the school's loss ratio. If parents are made aware of the coverage immediately following an incident, the likelihood of a lawsuit is reduced. The SAI covers students only when they are injured on campus or participating in a school-sponsored off-campus activity.

Magnolia Science Academy-SD



Safety Plan

2017-2018

SAFETY PLAN

Statement of Purpose

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

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

This Safety Plan consists of the following Sections:

Content:

- I. Staffing - Safety Roles
- II. General Policies and Procedures for Handling Safety and Specific Emergency Situations
- III. Drugs, Alcohol and Tobacco
- IV. Child Abuse Reporting
- V. Campus "Coming and Going"
- VI. Notifying Teachers of Dangerous Pupils
- VII. Harassment Policy
- VIII. Disciplinary, Suspension & Expulsion Policy
- IX. Incident Report

Appendices:

Appendix A: Staff Emergency Roles

Appendix B: Harassment Policy

Appendix C: Suspension & Expulsion Policies and Procedures

Appendix D: Administrative Incident Report

Appendix E: Magnolia Public Schools Parent/Student Handbook 2016-2017 (will be updated at beginning of 2017-2018 school year)

Appendix F: Lockdown Procedures

Appendix G: Criteria

Appendix H: Emergency Role Descriptions

Appendix I: Emergency Exit Map

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

I. Staffing

A. Employee Preparedness

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

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

B. Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

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

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

1. Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
2. Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
3. Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
4. Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;

5. Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
6. Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
7. Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
8. Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
9. Maintain a list of emergency phone numbers in a readily accessible location.

C. Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

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

D. Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school. A list of Emergency Roles can be found in Appendix A.

E. Notification List

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

Personnel Emergency Telephone Number List

	<u>Ext.#</u>	<u>Home #</u>	<u>Mobile #</u>
School Principal/ Site Incident Commander : Gokhan Serce	1013		██████████
Dir. of Bungalows: Nellie Tate	1200		██████████
Emergency or Safety Designee/ Buildings 1&2 : Nathan Williams	1100		██████████

Teachers/Staff with CPR or First Aid (ALL current staff has been trained in CPR):

Outside Emergency Telephone Number List

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

Others:

II. General Policies and Procedures for Handling Safety and Specific Emergency Situations:

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

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

A. Emergencies

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

- **Fire:**

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

1. Sound building fire alarm.
2. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a waste basket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
3. Have students and staff evacuate the building in accordance with established procedures.
4. Evacuate to outdoor assembly area.
5. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
6. Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
7. Render first aid as necessary.

8. Check attendance. Remain with students.

- **Medical Emergency:**

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

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

Provide the following information:

- School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
2. Notify the school office that an individual has been injured and an ambulance has been called.
 3. Ask someone to dispatch a first aid/CPR trained employee to the victim.
 4. Stay calm. Keep victim warm with a coat or blanket.
 5. Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
 6. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

- **Earthquakes:**

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

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

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
2. After shaking stops, check for injuries, and render first aid.
3. If ordered by School Principal or his/her designee, evacuate.
4. Do not return to building.
5. Do not light any fires.
6. Keep a safe distance from any downed power lines.
7. Check attendance whether or not evacuation takes place. Report any missing students to School Principal, or his/her designee.

8. Stay alert for aftershocks.
9. Beware that shaking may activate fire alarm or sprinkler systems.
10. Elevators and stairways will need to be inspected for damage before they can be used.
11. School principal, or his/her designee, will issue further instructions.

- **Assaults:**

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

If a serious assault occurs:

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

- **Hazardous Materials:**

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

1. If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
2. If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
3. Notify buildings and grounds personnel.
4. Close all windows and doors if the spill is outside.

5. Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
6. Remain inside building unless ordered to evacuate by the Fire Department.
7. Fire Department will advise of further actions to be taken.
8. Do not eat or drink anything or apply cosmetics.
9. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
10. The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

- **Civil Disturbance:**

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

1. Notify local law enforcement authorities-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

- **Vandalism:**

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

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

- **Utility or Power Failure:**

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

1. Staff and students should remain in classroom until further instruction.
2. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
3. Staff and students outside of a classroom at the time of the incident should report to main office.
4. Building and grounds personnel report to utility company if necessary.
5. If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
6. Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat:

Person receiving call:

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

The School Principal, or his/her designee will:

1. Notify Police Department – Dial 911.
2. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - o Classrooms and work areas.
 - o Public areas - foyers, office bathrooms and stairwells.
 - o Lockers and unlocked closets.
 - o Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - o Power sources -- electric panels, telephone panels, computer rooms, etc.
3. With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
5. An incident report should be drafted before the end of the workweek.

- **Explosion:**

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

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

• **Fighting or Riot:**

School staff should follow these guidelines when a fight occurs:

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

Staff should follow these guidelines when a riot occurs:

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

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

- **Hostage Situation:**

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

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

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

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

- **Death of a Student:**

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

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.

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

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

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

1. Avoid confronting the student or gunman.
2. Notify the School Principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

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

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

- **Lock Down**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all times. Please See Appendix F for detailed administrative procedures for lockdown.

1. The Principal or Admin designee will make an announcement on the P.A. system that the school is going into a Lock Down situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff or sending messengers. The Principal or Admin designee should remain calm and under control and give clear directions.
2. Teachers will lock their doors and shut their blinds and instruct students to stay away from the doors and windows.
3. If outside, students will continue to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the nearby classrooms or school buildings.

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal/Admin Designee or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

B. Evacuation

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

The Principal or his /her designee should:

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

School staff should:

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

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

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

C. Floor Plan

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

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

D. Fire Drills

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

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

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

E. Annual Inspections

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

1. Classroom
2. Corridors
3. Cafeteria/Auditorium (use for all assembly areas)
4. Kitchen (Not in use)
5. Office
6. Teacher's Workroom and Employee Lounge
7. Toilet
8. Custodial
9. Boiler Room
10. Storage Room (also use for File Rooms)
11. Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Room 7; women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

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

F. Parental Notification

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

G. Classroom Safety Kits

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

- ✓ Blankets
- ✓ Matches
- ✓ Pillows
- ✓ Bottled Water
- ✓ Flashlights
- ✓ Paper Towels
- ✓ Batteries
- ✓ Wet Ones
- ✓ Radio (battery operated)
- ✓ Sheets
- ✓ Candles

Suggested first aid items:

- ✓ Hydrogen Peroxide
- ✓ Iodine
- ✓ Alcohol
- ✓ Assorted Band Aids
- ✓ Gauze
- ✓ Sterile Water (for burns)
- ✓ Tape
- ✓ Scissors
- ✓ Tweezers
- ✓ Bandages
- ✓ Instant Ice Packs
- ✓ Ace Bandages
- ✓ Package of Sewing Needles
- ✓ Slings
- ✓ Anti-bacterial salve
- ✓ Steri-strips or butterfly stitches
- ✓ Disposable gloves
- ✓ Face masks
- ✓ CPR (disposable mouthpieces)
- ✓ Current first aid book

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

H. School Safety Management Team

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

I. Guidelines for Handling the Media

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

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

III. Drugs, Alcohol and Tobacco

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

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

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

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

IV. Child Abuse Reporting

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

All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

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

V. Campus “Coming and Going”

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

Visitors should:

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

School personnel should:

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

Visitors who fail to comply with school procedures:

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

VI. Notifying Teachers of Dangerous Pupils

1. The School Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code sec. 48900, including the exceptions to this rule provided therein. The School will provide this

information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

2. Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

VII. Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

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

If harassment or discrimination occurs, school staff should:

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

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

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.
5. Determine disciplinary consequences. See *Harassment and Discrimination Policy-Appendix B*; and *Disciplinary, Suspension & Expulsion Policy-Appendix D*.

6. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
7. Notify parents or legal guardian and appropriate school personnel of incident.
8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

VIII. School Discipline

Discipline will be handled as set forth in the *Student/Parent Handbook* – Appendix E.

IX. Incident Report

Any serious incident on campus, including but not limited to weapons on campus, serious injury, drugs or alcohol on campus, or police/fire/paramedic on campus, requires an Administrative Incident Report (Appendix D) be filled out and submitted to the Magnolia Public Schools Chief Accountability Officer and Director of Student Services.

Appendices:

Appendix A: Staff Emergency Roles

Appendix B: Harassment Policy

Appendix C: Suspension & Expulsion Policies and Procedures

Appendix D: Administrative Incident Report

Appendix E: Magnolia Public Schools Parent/Student Handbook 2015-2016

Appendix F: Lockdown Procedures

Appendix G: Criteria

Appendix H: Emergency Role Descriptions

Appendix I: Emergency Exit Map

Appendix A

Staff Emergency Roles

Role	1st Shift	Alternate/2nd Shift
Site Incident Commander	Gokhan Serce	Nellie Tate
Safety Officer	Gokhan Serce	Nellie Tate
Public Information Office	Gokhan Serce	Nellie Tate
Liaison Officer	Gokhan Serce	Nellie Tate
Operations Chief	Nathan Williams	Halil Akdeniz
Facility Check & Maintenance	Nathan Williams	Halil Akdeniz
Site Security	Alexander Oxford	Chris Wertz
Search & Rescue Team Leader	Nathan Williams	Halil Akdeniz
Search & Rescue/Utility Team 1	Shawn Kessler	Luis Cardiel
Search & Rescue/Utility Team 2	Joseph Bekkedahl	Stephen Prendergast
Medical Team Leader	Susie Davila	Jesus Sandoval
Medical/Utility Team 1	Latif Arslan	Sean Hanashiro
Medical/Utility Team 2	Megan Woloszyn	Megan Buckley
Reunification Leader	Chelsey Smith	Rosie Beck
Evacuation Area	Janelle Abraham	Rosie Beck
Request Area	Chelsey Smith	Rosie Beck
Release Gate	Chelsey Smith	Rosie Beck
Planning Chief	Deniz Kocoglu	Mike Mains
Documentation	Melissa Seitz	Mike Mains
Situation Analysis:	Melissa Seitz	Mike Mains
Logistics Chief	Latif Arslan	Claudia Woods
Supplies, Facilities & Staffing	Zachary Woodward	Jibrhan Perez
Finance & Administration Chief	Zachary Woodward	Jibrhan Perez

Appendix B

Harassment Policy

“In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, or sexual orientation in every aspect of the school community.

(Magnolia Public Schools) MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual’s actual or perceived sex, sexual orientation, gender (including gender identity, marital status, pregnancy, childbirth or related medical condition), ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student’s sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.” (Magnolia Public Schools Student/Parent Handbook 2015-2016, p.5)

Appendix C

Uncleared tardies shall be resolved in the same manner as unexcused absences.

After 20 tardies student will not be allowed to walk on stage for promotion/graduation.

1. Excused Tardiness:

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

2. Unexcused Tardiness:

Tardiness to school and to class (whether the result of oversleeping, missing the bus, car problems, babysitting, athletic workouts, socializing or lingering in the halls) is unacceptable.

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

Consequences for Tardiness:

Habitual tardiness (defined as three unexcused tardies) for any class period will result in disciplinary action ranging from reflection to loss of privileges. Students who regularly arrive late to class may be excluded from extracurricular activities, including proms, athletics and graduation ceremonies.

Truancy:

Any student who is absent from school and/or tardy in excess of 30 minutes on 3 occasions in one school year without valid excuse or any combination thereof, is considered to be truant.

Any pupil is deemed a **habitual truant** who has been reported as a truant 3 or more times per school year and an appropriate district/school officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself.

Classification of Initial Truancy:

School staff shall classify and mail 1st Initial Truancy Notification as a formal notification that the student between the ages of 6-18 has accumulated three full days of unexcused absences or unexcused tardies of more than 30 minutes or any combination thereof in one school year and is being classified as truant.

Truant Repeat:

Any student who has once been reported as a truant as defined in this policy, and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be reported as a truant. After providing parents/guardians the opportunity to respond to the Initial Truancy Letter, school staff shall mail a 2nd Truancy Notification and request a parent conference.

Classification of Habitual Truancy:

Upon the fifth unexcused absence or unexcused tardy of more than 30-minutes or any combination thereof, school staff shall mail 3rd Truancy Notification. This letter notifies the parent/guardian that the student has been classified as a habitual truant for being absent without a valid excuse five or more days, or tardy for more than any 30 minute period, during the school day without a valid excuse or any combination thereof.

An administrator or designated staff shall hold at least one conference with a parent/guardian and the student prior to the student being reclassified as a Habitual Truant. The notifications listed previously shall be mailed, prior to classifying a student as a Habitual Truant.

"Chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year, excused or unexcused.

Any pupil is deemed a "habitual truant" who has been reported as a truant three or more times per school year.

IMPORTANT NOTICE

Dear Parents/Guardians,

Your commitment to school attendance will send a message to your child that education is a priority for your family and going to school every day is a critical part of educational success.

II. DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

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

satisfying social interaction in school, on field trips, in the community, and at home.

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the after school tutoring/activities. Refer to Student Uniform Policy on later pages.

A. EXPECTED STUDENT BEHAVIOR

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what expected from an MPS student:

Breakfast/Lunch Time:

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.
- Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.

- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

Students must:

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

Field Trips:

Students must:

- Be on their best behavior.
 - Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms:

Hallways, Lunchroom and Restrooms are areas used by all members of School. Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.

- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

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

Classroom:

Students must:

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

Classroom Procedures and Consequences:

Please check the teacher's syllabus for specific consequences which may include:

1. **In Class Warning**
2. **Student-Teacher Conference**
3. **Reflection / Parental Notification**
4. **Parent Conference**
5. **Office Referral & Administrative Disciplinary Procedures**

B. SIS BEHAVIOR POINTS

[For Middle & High School Only] Student behavior will be recorded on SIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5	Contact parent/guardian
+10	Lunch speed pass
+15	Treat
+20	One day free dress (pass will be given)
+25	Extended lunch period
+30	Two day free dress (pass will be given)
+35	VIP breakfast
+40	Entered in a raffle
+45	Free dress – every Friday for one month (pass will be given)
+50	VIP lunch and "Race to the top"

Negative Consequences:

-5	Contact parent/guardian
-10	Loss of privileges
-15	Parent/guardian conference / Red slip*
-20	Behavior plan and lunch reflection
-25	Shadowed by parent/guardian for a day and one hour after school reflection
-30	Student improvement team
-35	Pending Reflection Committee outcome
-40	Pending Reflection Committee outcome
-45	Pending Reflection Committee outcome
-50	Reflective hearing with Reflection Committee, parent/guardian and student

*Students earn a positive SIS point for receiving all acceptable marks and a signature on their red slip.

When a student receives negative twenty or more behavior points recorded on SIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection Committee.

C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the MPS Student Expression Policy available in the office of each MPS school.

The following tables delineate unacceptable types of behavior and possible consequences.

BEHAVIORAL EXPECTATIONS		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<ul style="list-style-type: none"> ◆ Keep hands to yourself. ◆ Ask for permission to use any equipment, resources or materials. ◆ Use equipment appropriately and for its intended use. ◆ Walk to and from class during transition periods. ◆ Report unsafe behaviors (e.g., bullying) ◆ Remain in assigned areas. ◆ Solve problems peacefully. ◆ If you are unsure of something, seek help from or ask an adult. 	<ul style="list-style-type: none"> ◆ Arrive to class on time and ready to work. ◆ Be on task. ◆ Be prepared each day with school materials. ◆ Give full effort in all work. ◆ Raise hand in class. ◆ Be in proper uniform. ◆ Follow classroom expectations. ◆ Throw away waste in proper receptacle. ◆ Keep campus clean. ◆ Sit in assigned seat. ◆ Respect school property and ask before borrowing other's property. ◆ Use restroom during non-class time. 	<ul style="list-style-type: none"> ◆ Follow the teacher's directions and use positive language with peers. ◆ Acknowledge one's mistakes and correct them. ◆ Be kind to others. ◆ Respect each other's differences. ◆ Respect other's property and personal space. ◆ Use a quiet, conversational voice. ◆ Use polite language such as thank you, you're welcome, and I'm sorry. ◆ If in disagreement, voice concerns respectfully and appropriately. ◆ Cooperate with adults and peers.
Level 1 Infractions		
<ul style="list-style-type: none"> ▪ Invading personal space ▪ Fighting and/or arranging altercations ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area 	<ul style="list-style-type: none"> ▪ Habitually tardy and/or not being in assigned location ▪ Disrupting the learning environment/Off task ▪ Littering ▪ Not having proper materials, supplies, and/or equipment for class participation ▪ Inappropriate use of electronic devices ▪ Dress code violation 	<ul style="list-style-type: none"> ▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ▪ Violation of school/class rules ▪ Passive participation in hurtful acts/words against others ▪ Public display of affection (holding hands, kissing, hugging, etc.) ▪ Disrupting learning environment ▪ Refusing to cooperate and comply with school rules/personnel
Possible Corrective Strategies		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> • Re-teaching school behavior expectations • Having the student apologize and making amends with those affected <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian 	<ul style="list-style-type: none"> • Implement a Home to School and School to Home Communication System (e.g., SIS) • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Refer the student to the Reflection Committee 	

Level 2 Infractions		
<ul style="list-style-type: none"> ▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Extortion 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel ▪ Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Level 3 Infractions

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| <ul style="list-style-type: none"> ▪ Physically assaulting with serious bodily injury ▪ Conduct or habits injurious to others (peers/authority) ▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia ▪ Bullying (harassing, intimidating, cyberbullying) ▪ Fighting and/or arranging altercations ▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Arson, attempting to commit arson and/or possession of explosives ▪ Causing a false fire alarm ▪ Making a bomb/explosive threat ▪ Encouraging other students to violate school rules ▪ Student hazing ▪ Using gang and/or secret society symbols/acts | <ul style="list-style-type: none"> ▪ Inappropriate use of electronic devices ▪ Public displays of sexually explicit behavior ▪ Defacing and/or vandalism of school property ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Stealing and/or possessing stolen property ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) | <ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Lewd conduct ▪ Planning and/or arranging actions with malicious intent ▪ Bullying/cyberbullying ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Writing or drawing obscene /profane language/pictures |
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Possible Corrective Strategies

Steps:

- Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.
- School-level investigation and student conference
- School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies
- Complete behavior assessment need and behavior intervention plan
- If needed, refer to Response to Intervention (RTI) team.

Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.

Corrective Strategies:

- Contact and/or confer with parent/guardian
- Implement a home to school and school to home communication system (e.g., SIS)
- Post, teach, and re-teach school behavior expectations
- Utilize Check-In/Check-Out
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- Firm, fair, and corrective discipline
- Use of Positive Behavioral Interventions & Support (PBIS) services
- Assigned reflection (lunch, after-school, Saturday, etc.)
- Loss of privileges
- Data-based decision making
- Refer the student to the Response to Intervention (RTI) team

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures)

Assaulting, Fighting and/or Arranging Fights
School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.
Bringing / Using Electronic Devices
CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.
Scholastic Dishonesty
Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the Behavioral Expectations table will apply as well.
Texting/Sexting
Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.
Disrupting Learning
Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.
Horseplay
Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

Violating Uniform Policy
A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.
Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol
Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.
The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.
False Fire Alarms
Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.
Forgery of Signatures
Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.
Vulgarity, Profanity and Obscenity
Any gesture or material of this nature is not permitted at school or school functions.
Bullying & Cyber Bullying
Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived

characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. See also the MPS Policy Against Unlawful Harassment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5)

Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Behaving Disrespectfully towards Teachers or Staff

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Smoking or Use of Other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

No Permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.

Possession or Use of Fireworks

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Gang and Secret Society Symbols

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.

Arson

Intentionally starting any fire or combustion on school property

Public Display of Affection

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

D. SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

- snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
 11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 12. Knowingly received stolen school property or private property.
 13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
 19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
 21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
 22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
 23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
 24. Intentionally "hacked" or broken into a School or School affiliated computer system.
 25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher,

supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline

committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUND'S FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (****Grades 4 through 12 inclusive**)
13. Engaged in sexual harassment. E.C. 48900.2** (****Grades 4 through 12 inclusive**)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (****Grades 4 through 12 inclusive**)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MPS' disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this

determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a

person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the

appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of

a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by

utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or

administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Appendix D



MAGNOLIA
EDUCATIONAL & RESEARCH
FOUNDATION

Administrative Incident Report **(Please answer all questions with detailed information)**

Your name: _____ Date: _____ School: _____

Job title: _____ Date of the incident: _____

This form must be completed and emailed to the CAO and Director of Student Services within one hour of the following serious incidents occurring.

- Police / Fire on campus (any emergency)
- Weapons
- Or any other scenario that is out of the norm and is safety related.
- Serious injury
- Drugs/ Alcohol

Incident details:

Actions taken:

Additional remarks/comments:

Your signature: _____ Date: _____

Appendix E

Magnolia Public Schools

Student/Parent Handbook 2016-17

Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Tel: (213) 628-3634
Fax: (714) 362-9588

www.magnoliapublicschools.org

Dear Parents and Students,

Magnolia Public Schools (MPS) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion or nationality. This handbook allows us to share our vision with the students and parents of our team.

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities.

MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this student-parent handbook (pending board approval), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,

MPS Administration

Magnolia Public Schools

The Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- *Excellence*
- *Innovation*
- *Connection*

Locations

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18230 Kittridge St., Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>3754 Dunn Dr., Los Angeles, CA 90034</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6365 Lake Atlin Ave., San Diego, CA 92119</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1st St., Santa Ana, CA 92703</i>	<i>(714) 557-7002</i>

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EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT

In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants and students regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, or sexual orientation in every aspect of the school community. MPS adheres to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

MPS is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. MPS prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy, childbirth or related medical condition, ethnic group identification, race, ancestry, national origin, religion, color, creed, mental or physical disability, age, and any other basis protected by federal, state, and/or local law, ordinance, or regulation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by MPS.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all MPS programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in MPS programs or activities.

MPS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Based on Federal law, Title IX, State law and MPS policy, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting,

pregnancy, childbirth, false pregnancy, termination of pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all MPS educational activities and programs, including: • Athletics • Physical education • The classes they can take • The way they are treated in the in educational programs and activities • The kind of counseling they are given • The extracurricular activities, programs and clubs in which they can participate • The honors, special awards, scholarships and graduation activities in which they can participate. Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Title IX Coordinator, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, including the Title IX Coordinator contact information, see the MPS Policy Against Unlawful Harassment in this Handbook.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in MPS policies. It is the intent of MPS that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These rights are:

1. The right to inspect and review the student's education records within 5 days after the day MPS receives a request for access. Parents or eligible students should submit to the MPS principal or designee a written request that identifies the records they wish to inspect. The

MPS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA

Parents or eligible students who wish to ask MPS to amend a record should write the MPS principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MPS decides not to amend the record as requested by the parent or eligible student, MPS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. See 'Pupil Records Challenges' section, below, for MPS' policy and procedures regarding this hearing.

3. The right to provide written consent before MPS discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to MPS officials with legitimate educational interests. An MPS official is a person employed by MPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the MPS board. An MPS official also may include a volunteer or contractor outside of MPS who performs an institutional service of function for which MPS would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting MPS School official in performing his or her tasks. An MPS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, MPS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to MPS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires MPS to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. MPS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health

and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

Directory Information

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. MPS has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want MPS to disclose directory information from your child's education records without your prior written consent, you must notify MPS in writing at the time of enrollment or re-enrollment. Please notify the MPS Principal of your child's school at the contact number on Page 3.

RIGHTS AND RESPONSIBILITIES

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1st: Parents should encourage their child to talk with the teacher.

2nd: Parents can encourage their child to talk with an administrator.

3rd: If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1st: Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.

2nd: If the problem persists after a reasonable time, talk with the teacher again.

3rd: If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the Dean of Students. If it is still not handled to your satisfaction, the Principal should be notified.

If after meeting with the Principal, you still have concerns, please refer to the Complaint policies contained in this Handbook and available in the MPS office.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner. Please see the "Conditions for Classroom and School Visitation, Shadowing, and

Removal Policy” under the section titled “Visitors” in this Handbook.

Students’ Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in SIS.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents’ Rights and Responsibilities:

- To be informed of the school’s rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in SIS.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook signed at the beginning of the school year.
- To monitor your child’s academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers’ Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students’ learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school’s discipline policies.

- To keep assignments, grading, and attendance current in SIS.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators’ Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

POLICIES AND PROCEDURES

As a student at MPS, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning.

I. ACADEMIC POLICIES

A. GENERAL GUIDELINES

CAASPP Opt Out:

MPS shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Child Find and Section 504:

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special

education and instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

MPS also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of MPS' Section 504 Policies and Procedures is available upon request in each MPS school's main office.

Math Placement:

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student. Please see the main office of your MPS school for the math placement policy.

Grading:

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course.

Course report card grades are based on performance and practice assessments, as can be seen in the following table.

Aligned with the grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through the school information system, and update SIS records daily/weekly.

Category	Subcategories
Performance Assessments <i>(Summative)</i> 70%	<ul style="list-style-type: none"> ▪ Unit assessments <i>(no more than 50%)</i> ▪ Benchmark assessments <i>(no more than 30%)</i> ▪ Final assessment <i>(no more than 30%)</i> ▪ Performance tasks (Projects, portfolios, essays, artwork, models, visual representations, multimedia, oral presentations, live or recorded performances, labs, etc.)
Practice Assessments <i>(Formative)</i> 30%	<ul style="list-style-type: none"> ▪ Independent practices ▪ Daily assignments ▪ Classwork ▪ Homework <i>(no more than 15%)</i> ▪ Warm-ups ▪ Reviews ▪ Quizzes

Extra Credit:

With prior approval from the Dean of Academics, teachers may offer extra credit. A maximum of five (5) extra credit points (out of 100-point numerical grade) may be applied to a student's grade in each of their classes. Additionally, for both English and Math classes, a student may earn up to five (5) extra credit points by demonstrating growth in their overall MAP RIT scores, increasing the maximum allowable extra credit points to ten (10). Points may be earned in the testing cycle from Fall to Spring and would be applied to the student's second semester English/Math grades. If Winter MAP test is offered during the first semester, students may also earn points towards their first semester grades. For each point increase in their overall RIT score, students will earn one (1) point of extra credit towards their applicable grade, up to five (5) credit points maximum for each subject area. Regardless of their growth score, students will earn extra five (5) credit points if they meet or exceed the following "Standard Met" cut scores on their Fall or Winter MAP test in the first semester or Spring MAP test in the second semester:

Grade	MAP RIT ELA* F-W-S	MAP RIT Math* F-W-S
3	192-199-202	191-199-204
4	202-207-209	206-212-217
5	208-212-214	219-225-229

6	214-217-218	222-227-230
7	219-221-222	229-233-235
8	223-224-225	238-240-242
9+	237-238-239	248-250-252

* Source: Linking Data Table: Smarter Balanced & MAP

Homework:

Homework is essential to success at MPS. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, s/he should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted online, either on teacher/class web pages or on the school information system, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. SIS is not intended to replace contacting parents for regular conferences to discuss student progress.

Final Assessments/Exams:

All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the MPS administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

Make-up Procedures - Incomplete Grades:

Every effort should be made for a student to make-up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not complete by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

Course Withdrawals:

Students may withdraw from a course without penalty of an F grade within 15 school days from the beginning of the course. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Class Change:

During the first 5 school days from the beginning of the course, students will attend the classes they are assigned and/or they signed up for; no changes will be allowed unless there is a scheduling error on the student's schedule. After the first 5 days, if necessary academic changes arise, students will have 10 school days to complete changes. After 15 days, students must remain in the course until its conclusion. Proof of extenuating circumstances must be provided for any late requests to be considered.

Scheduling errors will receive immediate attention by the Dean of Academics. The following are considered scheduling errors: missing a class period, double up of courses in the same period, missing a course needed for graduation, student has not met the prerequisite for a course, etc.

The School will not consider schedule changes for the following reasons: to be with friends, to change teachers, athletics, early/late arrival adjustments (unless required by state or federal law), etc. Class change is at the discretion of the school administration.

B. ELEMENTARY SCHOOL GRADING SYSTEM

MPS will follow the standard scale below to assign percentages/proficiency level for semester work. Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Percentage	Achievement Level
90% - 100%	Level 4: Standard Exceeded
80% - 89%	Level 3: Standard Met
70% - 79%	Level 2: Standard Nearly Met
Below 70%	Level 1: Standard Not Met

Elementary School Grade Promotion:

The following is MPS' policy regarding the retention of pupils in grades K-5:

- Grades K-2: Any student who is not at benchmark based on reading benchmark assessments, math benchmark assessments or report card grades will be retained only if the teacher and parent are in agreement that

retention is the best intervention to ensure student success.

- Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student's teacher for retention in the current grade unless the student's teacher determines in writing that retention is not the appropriate intervention for the student's academic deficiencies. The teacher's recommendation to promote is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated plan by the principal, a letter shall be sent within five (5) school days to formally inform the student's parent(s) or guardian(s) of the principal's decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Report Cards:

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

Students will receive progress reports approximately every six weeks and a final report card at the end of each semester. Teachers will arrange a conference to discuss student progress with at least one parent/guardian each semester. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides a very effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can conference with teachers on an informal basis as needed, and on a formal basis at least twice a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS

Grading Scale:

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school. Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Numerical Grade	Letter - Grade Equivalent	Grade-Point Eqv.	Grade-Point Eqv.
		Unweighted	Weighted
98 – 100	A+	4.0	5.0
93 – 97	A	4.0	5.0
90 – 92	A-	3.7	4.7
87 – 89	B+	3.3	4.3
83 – 86	B	3.0	4.0
80 – 82	B-	2.7	3.7
75 – 79	C+	2.3	3.3
70 – 74	C	2.0	3.0
Below 70	F	0.0	0.0

Assignment Grades:

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive numerical grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 points. SIS will automatically convert student's final numerical grade to a final letter grade according to the scale in the above table.

MPS promotes use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a letter grade or a check grade system is used for an individual assignment, SIS will convert those grades to numerical grades according to the following conversion table.

Letter Grade	→ Converted to Numerical Grade	Check Grade	→ Converted to Numerical Grade
A+	100	✓+	100
A	97	✓	85
A-	92	✓-	70
B+	89	x	50
B	86		
B-	82		
C+	79		
C	74		
F	50		

No "D" Policy:

There will not be a "D" grade option in the grading scale. The primary concern of MPS is the educational success of our students. This policy will allow for MPS to maintain a high standard throughout its program and ensure that MPS students remain competitive, especially in the area of college and scholarship applications.

[For High School Only] The "No D Policy" applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a "D" grade prior to 2012-13 school year will keep their credits and do not have to make up credits for any previously passed course at MPS. Also courses transferred from another accredited school will appear on student's transcript as they are and "D" will be accepted as a passing grade for all transferred courses. Therefore, the "No D Policy" does not negatively impact graduation.

Determining Final Grades:

Middle School: In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations.

To earn course credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7).

High School: In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. MPS high school grade promotion policy is based on each semester grade and not on yearly average of two semester grades.

Grading for Transfer Students Entering Mid-Semester to MPS from Another School:

When a transfer student enters mid-semester to MPS, the transfer grade from the previous school for the same class, if available, will be given the following weights to determine the final semester grade:

Week of the semester student enrolled in MPS	Weight of transfer grade	Weight of grade at MPS
1-6	0	1
7-9	1/3	2/3
10-12	1/2	1/2
13+	2/3	1/3

The teacher may assign make-up work to determine the grade if no transfer grade is available. Make-up work must be assigned within a reasonable time

frame that allows the student to complete the work for credit.

The following guidelines apply when a transfer student wants or needs to enroll in a class that s/he was not taking at her/his previous school. The decision will be made on a case by case basis.

Week of the semester student enrolled in MPS	Credit
1-6	Full credit enrollment
7-9	Student may or may not be enrolled in new class. If enrolled, it may be either for full credit or for no-credit observation only. Decision will be made on a case by case basis. If a decision is made for full credit enrollment, the student is expected to commit to intense intervention which may include attending after-school tutoring and receiving out-of-school support.
10+	Student may or may not be enrolled in new class. If enrolled, it is for no-credit observation only. The decision will be based on the best interest of the student.

Honor Roll/High Honor Roll:

At the end of each semester MPS publishes the honor rolls for students.

Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors). Students must pass all classes to make the semester honor rolls.

Grade requirement for school team participation:

All students are required to maintain a "C" or better in all classes to play/participate on a school team.

Middle School Grade Promotion:

Core Courses: Core courses are Math, Science, English Language Arts, and History/Social Science.

Criteria: To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing grades in all core courses by the end of the school year or by the end of the summer before the start of the next school year.

Summer School: Students who fail any core courses should attend summer school at MPS, if available, or at a public school to make up failed course courses during summer. Students who perform successfully at

summer school will receive a passing grade as their final grade on their transcript for that course. Student transcripts will be updated to include summer grades and GPA will be recalculated. If a student earns passing grades during the summer for all the failed core courses and have a recalculated GPA of at least a 2.0, he or she may be promoted to the next grade.

Grade Retention: If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s)/guardian(s) before the end of the school year informing them that their child is at risk of retention.
- A meeting will be set up with the parent(s)/guardian(s). The student's grade reports shall be provided to and intervention options, including summer school, will be discussed with the student's parent(s)/guardian(s). The parent(s)/guardian(s) may be informed at that meeting that their child is recommended for retention. This meeting will be documented with an academic support plan signed by the school administration and the parent(s)/guardian(s).
- By the end of the summer before the start of the next school year, the school administration will make their final decision based on student's performance in summer school and readiness for next grade. A letter shall be sent to formally inform the student's parent(s)/ guardian(s) of the school administration's decision regarding the retention.
- The parent(s)/guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra support in their specific areas of concern, both in class and through intervention offerings.

Participation in Promotion Activities/ Ceremony: In order for students to participate in any promotion activities they must fulfill all the promotion requirements and not be on suspension, or

recommended for expulsion at the time of the Promotion Ceremony.

High School Grade Promotion:

Criteria: To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below by the end of the school year or by the end of the summer before the start of the next school year.

Student transcripts will be updated to include summer grades and GPA will be recalculated. If students have the minimum required credits and at least a 2.0 recalculated GPA, they will be promoted to the next grade.

Core Courses: Core courses are Math, Science, English, and History/Social Science.

Minimum required credits:

To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.

To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.

To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

A student's grade level placement remains the same for an entire school year.

Participation in Senior Activities/ Graduation Ceremony: In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements, described herein, and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony.

D. HIGH SCHOOL GRADUATION REQUIREMENTS

MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. MPS meets and exceeds the admission requirements of all four-year universities including University of California.

Students must meet the following requirements to graduate from MPS:

Credit Requirement: Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. (See section "High School Credit Earned in Middle School" for middle school courses identified for high

school credit.) Each high school course at MPS is semester based and worth 5 credits, with an exception of courses such as Sustained Silent Reading (SSR) or Advisory which last one-half of a typical class period or less and are worth 2.5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

Specific Course Requirements: The following table lists courses required in order to graduate from MPS.

Diploma Types: MPS offers three different high school diploma types: **Standard (S), Advanced (A), and Honors (H)**. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. (*The advanced and honors diploma types will be available beginning with the class of 2017 – students who are entering the 9th grade during the 2013-14 school year and will depend on student needs/demands and availability of teachers and resources.*)

California High School Exit Exam (CAHSEE): When required by state law, students will be required to pass the CAHSEE in order to receive a MPS Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

Math Requirement: MPS math requirements are threefold:

1) Credit requirements: MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

2) Year requirements: MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (*state requirement*) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

3) Course requirements: Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Service Learning: Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

[For High School Only] Cumulative GPA:

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their weighted grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student’s high school transcript. The high school transcript is a record of all final course grades received for high school courses.

MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

All graduating students who are eligible to receive an Honors diploma with a cumulative GPA of 4.0 or above shall be designated as the Valedictorian. Cumulative GPA computation for Valedictorian shall be based upon student’s projected grades as of the first of June prior to the date of graduation.

Note: UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9th grade through the summer following 11th grade in calculating a student’s GPA. Please see your high school college advisor for further details.

High School Credit Earned in Middle School:

Students who take high school courses in middle school have the option to have these courses counted toward graduation. These courses must have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who choose to have their middle school courses counted toward graduation need to consult with the school administration since these courses need to be reflected on the student’s high school transcript. Grades from such courses will not be included in cumulative GPA calculations.

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language

MPS Graduation Requirements				
Subject Area	Requirements	Diploma Types		
		S	A	H
(a) History / Social Science	Three years, including World History, U.S. History, American Government/Economics	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry. Integrated math courses fulfill this requirement. <i>(Four years recommended)</i>	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology, Chemistry, and Physics <i>(Three years recommended)</i>	20	30	40
(e) Language Other Than English	Two years in same language required. <i>(Three years recommended)</i>	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	10	10	10
(g) Electives*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers & Technology <i>(20-30 credits of electives required depending on diploma type)</i>	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
Total Required Credits		210	230	240
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. This is not required for a standard diploma.	N/A	20	30
Other Requirements	CAHSEE <i>(when required by state law)</i>	√	√	√
	Minimum Cumulative GPA	2.00	3.25	3.50
	Req. Service Learning Hrs.	N/A	40	40

if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the School. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

Language other than English (LOTE) Courses:

MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement (*for all diploma types*) by one of the following methods:

- Formal schooling in a language other than English – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE requirement. A school transcript or other official document is required.
- Assessment by a recognized test or University – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- Certification by high school principal – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

Credit Acceptance: Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative

GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

Credit Recovery: A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

Summer School: Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

Online Courses: Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College advisor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

College Dual Enrollment: Students may enroll in a post-secondary course creditable toward high school completion. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

WASC Accreditation & Transferability of Courses:

All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every

exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact your MPS school's Dean of Academics & College Advisor for further information.

Advanced Placement (AP) Courses: MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

Dual Enrollment: Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for enrolling and complete a dual enrollment registration / parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn two semesters worth of high school credit (10.0 credits). The following table will be used for conversion of college units to high-school credits:

College units	High school credits
1 semester college unit or 1-2 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

To determine how a college course fulfills a high school requirement see your high school college advisor. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. *Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.*

All students in grades 11 and 12 are required to be enrolled in at least five courses each semester. These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community

college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion. MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one schoolday is no less than 180.

Counseling programs:

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT/CAHSEE test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed is confidential except when it involves your safety or the safety of someone else.

MPS adheres to the National Counseling Standards. The standards are as follows:

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

PSAT/NMSQT Tests & Applications:

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test.™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

College Board (test maker) charges a fee for the PSAT/NMSQT test and each student is responsible for paying this fee. Economically disadvantaged families may qualify for a fee waiver. Parents should contact MPS administration to request a fee waiver. Each case will be evaluated on an individual basis.

E. ATTENDANCE

Attendance is extremely important for student success. Our research indicates a significant positive correlation between student attendance and achievement. Members of MPS's professional staff will encourage and support student attendance. However, parents and legal guardians have the primary responsibility.

Every student is required to be in school, in each class, on time, and in their seat before the bell rings. It is required by law that every parent or guardian of any minor between the ages of 6 and 18 make sure that the minor child attends school.

A parent must inform the main office via phone of their child's absence the morning of the absence and/or send a note the day the student returns to school. If the student returns to school without a note and no phone call was received, s/he will be marked

TRUANT. The student will have **two days** to bring in a note to change this to an excused absence.

Teachers have the right to fail a student when excessive absences affect the student's performance in the class, such as by resulting in missing classwork or homework. When a student misses 10 full days (unexcused) in a semester, he or she may not be allowed to participate in any extracurricular activities in that semester. Special circumstances with documented explanations should be reviewed with the administration. Parent/Guardian notes can only be accepted for up to nineteen (19) days in a school year. If a student misses twenty (20) days or more, an acceptable note from a doctor or official authority will be required.

Absences:

MPS recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully. In the event of an excused absence, students maintain responsibility for homework, quizzes, and tests. In addition, there are consequences for unexcused absences.

1. Excused absences:

Parent or guardians must explain each absence in writing and sign it and/or call the office. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

Personal illness:

Parent or guardian must call the school each morning the student stays home due to illness. Upon returning to school the student must bring a note from a parent or guardian to the main office.

Illness in the Family or Death of a Relative:

In the case of illness in the family or death of a relative, the parent or guardian should call the office to explain the situation and the estimated time of absence. CA Ed Code allows 1 day of absence for in-state funerals, and 3 days of absence for out-of-state funerals. Upon returning to school, the student must bring an explanatory note from the parent or guardian. It is the parent and student's responsibility to inform the teachers of the estimated time of absence.

Observance of Religious Holidays:

Any student observing a religious holiday consistent with his/her creed or belief shall be excused from classes. The student must bring a note from their parent/guardian the day they return to school or we must receive a phone call from their parent/guardian on the day(s) of the absence.

Professional Appointments:

We encourage parents to schedule medical, dental, legal, and other necessary appointments outside school hours whenever possible. If this is not possible, students must bring a note stating the time they are to be excused from school. In addition,

parents must come to the office to pick up the student. They must sign the student out of school at that time.

Other excused absences include justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, attendance at religious retreats, attendance at an employment conference, on Take Our Daughters and Sons to Work Day. Other reasons will be considered that are requested in writing, consistent with this handbook and approved by the school. If the excuse is not one of the valid excuses listed in the CA Ed Code or in this handbook, the school administrators are authorized to excuse school absences due to the pupil's circumstances on a case-by-case basis.

2. Unexcused Absences:

Students will be marked unexcused if they:

- do not bring a written note within two school days, following an absence,
- leave school without signing out at the school office,
- are absent from class without permission, including walking out of class,
- are absent from school without parental permission (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission),
- get a pass to go to a certain place but do not report there, and/or
- are absent for reasons **not acceptable** to the administration including but not limited to:
 - Not waking up on time
 - Transportation problems (missing the bus, traffic, car trouble, etc.)
 - Inclement weather
 - Running errands for family
 - Work
 - Babysitting
 - Hair appointment
 - Needed at home
 - Vacations or trips

Make up Work for Excused Absences:

An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check teacher's syllabus and make sure for their individual policy.

Make up Work for Unexcused Absences:

If a student has an unexcused absence, any or all of the following may occur:

- Students may not be permitted to make up work following an unexcused absence.
- Teachers are not obligated to allow students to make up quizzes or tests.
- Students may receive an "F" or "zero" grade for the day in each class missed.

Emergency Leave:

Emergencies and other personal necessity absences:

While parents/guardians are discouraged from taking their child(ren) on extended vacations or leaves of absence outside the designated instructional days, there are circumstances in which a school principal may authorize or approve such time off. Such approval must take place prior to the absences.

Independent Study Policy:

Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. Please see the main office of your MPS school for the independent study policy.

Early Dismissal of Students from School:

- Early dismissal from school is an important issue. Because MPS is very concerned about students' safety and well-being, the following precautions will be taken to ensure students' safety.
- A student may be released before the end of a school day, only upon request of a parent or guardian or for emergency reasons.
- A student may be released only to a parent or guardian of record or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- A student may be released "on his/her own" only with verified parental permission.

No staff member shall permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and parent or guardian.

Tardiness:

A student is marked tardy when the student is not in class, or designated place as defined by the school, when the tardy bell rings signaling the time class is to begin.

Tardies are marked as excused, unexcused or truant.

The time that a tardy student arrived is to be documented in every instance. MPS requires that parents/guardians write a note of explanation when they have knowledge of their student's tardiness.

Three tardies in excess of 30 minutes constitute truancy and can be counted in combination with whole-day truancy to establish truant and habitual truant status.

Uncleared tardies shall be resolved in the same manner as unexcused absences.

After 20 tardies student will not be allowed to walk on stage for promotion/graduation.

1. Excused Tardiness:

Students must have their parents or guardian write an explanatory note if they arrive late to the school. The student must report to the office when she or she arrives. If the student fails to do this, s/he will receive an unexcused tardy.

2. Unexcused Tardiness:

Tardiness to school and to class (whether the result of oversleeping, missing the bus, car problems, babysitting, athletic workouts, socializing or lingering in the halls) is unacceptable.

If a student arrives at school late but without a note, s/he will get a "late slip" for admittance to class. The student will have two days to bring in a note to change this to an excused tardy.

Consequences for Tardiness:

Habitual tardiness (defined as three unexcused tardies) for any class period will result in disciplinary action ranging from reflection to loss of privileges. Students who regularly arrive late to class may be excluded from extracurricular activities, including proms, athletics and graduation ceremonies.

Truancy:

Any student who is absent from school and/or tardy in excess of 30 minutes on 3 occasions in one school year without valid excuse or any combination thereof, is considered to be truant.

Any pupil is deemed a **habitual truant** who has been reported as a truant 3 or more times per school year and an appropriate district/school officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself.

Classification of Initial Truancy:

School staff shall classify and mail 1st Initial Truancy Notification as a formal notification that the student between the ages of 6-18 has accumulated three full days of unexcused absences or unexcused tardies of more than 30 minutes or any combination thereof in one school year and is being classified as truant.

Truant Repeat:

Any student who has once been reported as a truant as defined in this policy, and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be reported as a truant. After providing parents/guardians the opportunity to respond to the Initial Truancy Letter, school staff shall mail a 2nd Truancy Notification and request a parent conference.

Classification of Habitual Truancy:

Upon the fifth unexcused absence or unexcused tardy of more than 30-minutes or any combination thereof, school staff shall mail 3rd Truancy Notification. This letter notifies the parent/guardian that the student has been classified as a habitual truant for being absent without a valid excuse five or more days, or tardy for more than any 30 minute period, during the school day without a valid excuse or any combination thereof.

An administrator or designated staff shall hold at least one conference with a parent/guardian and the student prior to the student being reclassified as a Habitual Truant. The notifications listed previously shall be mailed, prior to classifying a student as a Habitual Truant.

"Chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year, excused or unexcused.

Any pupil is deemed a "habitual truant" who has been reported as a truant three or more times per school year.

IMPORTANT NOTICE

Dear Parents/Guardians,

Your commitment to school attendance will send a message to your child that education is a priority for your family and going to school every day is a critical part of educational success.

II. DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

MPS is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, MPS is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and

satisfying social interaction in school, on field trips, in the community, and at home.

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the after school tutoring/activities. Refer to Student Uniform Policy on later pages.

A. EXPECTED STUDENT BEHAVIOR

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what expected from an MPS student:

Breakfast/Lunch Time:

Students must:

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their breakfast/lunch in the assigned area. No food should be eaten outside the designated areas.
- Wait patiently for their food, and follow the direction of the adults on duty.
- Clean up after themselves and dispose of their trash in the appropriate area.
- Remember that they are not allowed in the school building without a pass.
- Students must carry a pass that is given to them by security guard/supervisor staff.

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.

- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:

Students must:

- Be on their best behavior.
Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms:

Hallways, Lunchroom and Restrooms are areas used by all members of School. Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.

- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

Classroom:

Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences:

Please check the teacher's syllabus for specific consequences which may include:

1. **In Class Warning**
2. **Student-Teacher Conference**
3. **Reflection / Parental Notification**
4. **Parent Conference**
5. **Office Referral & Administrative Disciplinary Procedures**

B. SIS BEHAVIOR POINTS

[For Middle & High School Only] Student behavior will be recorded on SIS and students will receive the following rewards or consequences based on their behavior points.

Positive Rewards:

+5	Contact parent/guardian
+10	Lunch speed pass
+15	Treat
+20	One day free dress (pass will be given)
+25	Extended lunch period
+30	Two day free dress (pass will be given)
+35	VIP breakfast
+40	Entered in a raffle
+45	Free dress – every Friday for one month (pass will be given)
+50	VIP lunch and "Race to the top"

Negative Consequences:

-5	Contact parent/guardian
-10	Loss of privileges
-15	Parent/guardian conference / Red slip*
-20	Behavior plan and lunch reflection
-25	Shadowed by parent/guardian for a day and one hour after school reflection
-30	Student improvement team
-35	Pending Reflection Committee outcome
-40	Pending Reflection Committee outcome
-45	Pending Reflection Committee outcome
-50	Reflective hearing with Reflection Committee, parent/guardian and student

*Students earn a positive SIS point for receiving all acceptable marks and a signature on their red slip.

When a student receives negative twenty or more behavior points recorded on SIS, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Reflection Committee.

C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the MPS Student Expression Policy available in the office of each MPS school.

The following tables delineate unacceptable types of behavior and possible consequences.

BEHAVIORAL EXPECTATIONS		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<ul style="list-style-type: none"> ◆ Keep hands to yourself. ◆ Ask for permission to use any equipment, resources or materials. ◆ Use equipment appropriately and for its intended use. ◆ Walk to and from class during transition periods. ◆ Report unsafe behaviors (e.g., bullying) ◆ Remain in assigned areas. ◆ Solve problems peacefully. ◆ If you are unsure of something, seek help from or ask an adult. 	<ul style="list-style-type: none"> ◆ Arrive to class on time and ready to work. ◆ Be on task. ◆ Be prepared each day with school materials. ◆ Give full effort in all work. ◆ Raise hand in class. ◆ Be in proper uniform. ◆ Follow classroom expectations. ◆ Throw away waste in proper receptacle. ◆ Keep campus clean. ◆ Sit in assigned seat. ◆ Respect school property and ask before borrowing other's property. ◆ Use restroom during non-class time. 	<ul style="list-style-type: none"> ◆ Follow the teacher's directions and use positive language with peers. ◆ Acknowledge one's mistakes and correct them. ◆ Be kind to others. ◆ Respect each other's differences. ◆ Respect other's property and personal space. ◆ Use a quiet, conversational voice. ◆ Use polite language such as thank you, you're welcome, and I'm sorry. ◆ If in disagreement, voice concerns respectfully and appropriately. ◆ Cooperate with adults and peers.
Level 1 Infractions		
<ul style="list-style-type: none"> ▪ Invading personal space ▪ Fighting and/or arranging altercations ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area 	<ul style="list-style-type: none"> ▪ Habitually tardy and/or not being in assigned location ▪ Disrupting the learning environment/Off task ▪ Littering ▪ Not having proper materials, supplies, and/or equipment for class participation ▪ Inappropriate use of electronic devices ▪ Dress code violation 	<ul style="list-style-type: none"> ▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.) ▪ Violation of school/class rules ▪ Passive participation in hurtful acts/words against others ▪ Public display of affection (holding hands, kissing, hugging, etc.) ▪ Disrupting learning environment ▪ Refusing to cooperate and comply with school rules/personnel
Possible Corrective Strategies		
<p>Multiple strategies may be used depending on individual student's needs. Corrective strategies may include, but are not limited to:</p> <p><u>First Infraction:</u></p> <ul style="list-style-type: none"> • Re-teaching school behavior expectations • Having the student apologize and making amends with those affected <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent or legal guardian 		
<ul style="list-style-type: none"> • Implement a Home to School and School to Home Communication System (e.g., SIS) • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privileges • Refer the student to the Reflection Committee 		

Level 2 Infractions		
<ul style="list-style-type: none"> ▪ Using/possessing tobacco and/or lighter ▪ Violating traffic or safety regulations ▪ Encouraging other students to violate school rules ▪ Leaving school and/or school bus without permission ▪ Fighting and/or arranging altercations ▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property) ▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) 	<ul style="list-style-type: none"> ▪ Defacing and/or vandalism of school property ▪ Plagiarism/academic dishonesty ▪ Leaving school or classroom without permission (truancy) ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) ▪ Stealing and/or possessing stolen property ▪ Failure to attend to/complete assigned restorative action ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Extortion 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Planning and/or arranging actions with malicious intent ▪ Writing or drawing obscene /profane language/pictures ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Bullying/cyberbullying ▪ Violation of personal boundaries ▪ Refusing to cooperate and comply with school rules/personnel ▪ Disrupting learning environment
Possible Corrective Strategies		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> • Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference. • School-level investigation and student conference • School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies • Complete behavior assessment need and behavior intervention plan • If needed, refer to Response to Intervention (RTI) team. <p>Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.</p>	<p><u>Corrective Strategies:</u></p> <ul style="list-style-type: none"> • Contact and/or confer with parent/guardian • Implement a home to school and school to home communication system (e.g., SIS) • Post, teach, and re-teach school behavior expectations • Utilize Check-In/Check-Out • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective discipline • Use of Positive Behavioral Interventions & Support (PBIS) services • Assigned reflection (lunch, after-school, Saturday, etc.) • Loss of privilege • Data-based decision making • Refer the student to the Response to Intervention (RTI) team 	

Level 3 Infractions

<ul style="list-style-type: none"> ▪ Physically assaulting with serious bodily injury ▪ Conduct or habits injurious to others (peers/authority) ▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia ▪ Bullying (harassing, intimidating, cyberbullying) ▪ Fighting and/or arranging altercations ▪ Possessing/shooting fireworks (i.e., smoke bombs, sink bombs, etc.) ▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Arson, attempting to commit arson and/or possession of explosives ▪ Causing a false fire alarm ▪ Making a bomb/explosive threat ▪ Encouraging other students to violate school rules ▪ Student hazing ▪ Using gang and/or secret society symbols/acts 	<ul style="list-style-type: none"> ▪ Inappropriate use of electronic devices ▪ Public displays of sexually explicit behavior ▪ Defacing and/or vandalism of school property ▪ Gambling ▪ Habitual violations of school/class rules ▪ Forgery of signatures ▪ Stealing and/or possessing stolen property ▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) 	<ul style="list-style-type: none"> ▪ Sexual explicit behavior ▪ Lewd conduct ▪ Planning and/or arranging actions with malicious intent ▪ Bullying/cyberbullying ▪ Harassment (i.e., physical, verbal, and sexual) ▪ Writing or drawing obscene /profane language/pictures
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Possible Corrective Strategies

Steps:

- Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.
- School-level investigation and student conference
- School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies
- Complete behavior assessment need and behavior intervention plan
- If needed, refer to Response to Intervention (RTI) team.

Note: Students may be suspended or expelled for committing any of the above offenses that are also listed in Section D: Suspension and Expulsion Procedures, by following the applicable procedures.

Corrective Strategies:

- Contact and/or confer with parent/guardian
- Implement a home to school and school to home communication system (e.g., SIS)
- Post, teach, and re-teach school behavior expectations
- Utilize Check-In/Check-Out
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- Firm, fair, and corrective discipline
- Use of Positive Behavioral Interventions & Support (PBIS) services
- Assigned reflection (lunch, after-school, Saturday, etc.)
- Loss of privileges
- Data-based decision making
- Refer the student to the Response to Intervention (RTI) team

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures)

Assaulting, Fighting and/or Arranging Fights
School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.
Bringing / Using Electronic Devices
CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.
Scholastic Dishonesty
Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the Behavioral Expectations table will apply as well.
Texting/Sexting
Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.
Disrupting Learning
Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.
Horseplay
Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

Violating Uniform Policy
A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.
Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol
Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.
The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.
False Fire Alarms
Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.
Forgery of Signatures
Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.
Vulgarity, Profanity and Obscenity
Any gesture or material of this nature is not permitted at school or school functions.
Bullying & Cyber Bullying
Bullying is not permitted at MPS. In addition MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived

characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as “kids being kids”, “just teasing”, “joking”, “playing around” or any other rationalization. This includes the use of social media for wrongful purposes.

Each MPS student agrees to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. See also the MPS Policy Against Unlawful Harassment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5)

Harassment is a violation of Federal Law and is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn.

Behaving Disrespectfully towards Teachers or Staff

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Smoking or Use of Other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

No Permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.

Possession or Use of Fireworks

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Gang and Secret Society Symbols

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.

Arson

Intentionally starting any fire or combustion on school property

Public Display of Affection

Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures for more information.

D. SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

- snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
 11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 12. Knowingly received stolen school property or private property.
 13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
 19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
 21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
 22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.
 23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
 24. Intentionally "hacked" or broken into a School or School affiliated computer system.
 25. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher,

supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a discipline committee. All discipline

committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUND'S FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; or

d) during, going to, or coming from a school-sponsored activity.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 488915(c)(4);
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offense of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

Matrix for Student Suspension & Expulsion Recommendations

CATEGORY I Must Recommend Expulsion (MANDATORY)	CATEGORY II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus</u> unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])
1. Possessing, selling, or furnishing a firearm E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)
2. Brandishing a knife at another person E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil E.C. 48915(a)(2); 48900(b)
3. Unlawfully selling a controlled substance E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana E.C. 48915(a)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion E.C. 48915(a)(4); 48900(e)
5. Possession of an explosive E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	5. Assault or battery upon any school employee E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
- (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

CATEGORY III**May Recommend Expulsion (DISCRETIONARY)**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**
2. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1)
3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
6. Stole or attempted to steal school or private property. E.C. 48900(g)
7. Possessed or used tobacco. E.C. 48900(h)
8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
10. Knowingly received stolen school or private property. E.C. 48900(l)
11. Possessed an imitation firearm. E.C. 48900(m)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (****Grades 4 through 12 inclusive**)
13. Engaged in sexual harassment. E.C. 48900.2** (****Grades 4 through 12 inclusive**)
14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (****Grades 4 through 12 inclusive**)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MPS' disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this

determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a

person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the

appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of

a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by

utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or

administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

GENERAL POLICIES

A. SCHOOL ACTIVITIES

MPS will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

School administration reserves the right to refuse any body to attend these activities based on academic and behavioral concerns. However, no student will be excluded from any MPS activity based solely on the basis of disability.

Athletic Activities:

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death if not recognized and managed properly. MPS offers an athletic program, and so we must immediately remove from the school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

Additionally, on a yearly basis, MPS must provide a concussion and head injury information sheet to athletes, which must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular schoolday or as part of a physical education course. MPS shall distribute this information sheet to athletes prior to the start of the athletic season. Copies are also available in the main office of each MPS school.

Field Trips:

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year.

MPS plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break.

Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

Academic Tutoring Program:

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT/ACT prep. All students are welcome to join at specified times.

After School Activities:

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students on campus who are not participating in after school activities or who remain on campus after the completion of the after school activity. Those students must leave the campus within ten minutes of school or after dismissal time. Following is the MPS policy regarding students left on campus after school hours. Contact the office of each MPS school for more information.

POLICY REGARDING STUDENTS LEFT ON CAMPUS AFTER SCHOOL HOURS

Magnolia Public Schools ("MPS") is committed to providing a safe campus for all students. When

students are left on school property after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the principal or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.
4. Notify the principal or designee after the ten minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.
5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.
6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child. A consequence may include: refusal to allow the student to attend after school programs if the parent is repeatedly late in retrieving the child.

B. ILLNESS, INJURY, AND MEDICATION POLICIES

MPS does not have a nurse on staff. Consistent with doctor's orders, properly trained office staff can assist students with basic first aid treatment; however office staff is not registered nurse. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

Illness or Injury during the school day:

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

Illness at Home:

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student should be kept at home.

Medications:

- Medication shall be administered during school hours only if determined by a physician to be necessary.
- All medications must be in the original container.
- The container must be clearly marked with the students first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office. This form shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for the administration changes.
- All medications are to be delivered to the Main Office in their original containers, with the name of the student, medication, dosage, and frequency of administration clearly marked. Extra medication should be picked up by the parent/guardian at the completion of the medication regimen or end of the school year, whichever is earlier. The school is not liable for any medication not picked up after the end of the school year.
- MPS staff shall keep records of medication administered at MPS.
- Medication will be kept in a secure and appropriate storage location at each MPS school, and administered per physician's instructions by appropriately designated staff.
- Administration will consult with the parent/guardian and student's medical professionals to establish a written plan for Students with chronic health issues or conditions that require specific medication regimens or health plans, such as diabetes, asthma, etc.

Epinephrine Auto-Injectors:

Trained MPS personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Contagious Diseases:

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

Diabetes Information Sheet:

MPS 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 of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

Oral Health Assessment:

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement. MPS provides the appropriate forms to incoming students to be completed by the oral health professional to satisfy this requirement. Please see the main office at your MPS school if you need another copy of this form.

C. PARENTAL INVOLVEMENT AND SUPPORT

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

Parents/Guardians are asked to:

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MPS student handbook and explain it as necessary.

D. PARENT/TEACHER COMMUNICATION

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

E. HOME VISITS

- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- For most students home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

F. CONTACTING YOUR CHILD DURING SCHOOL HOURS

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

G. VISITORS

All visitors including parents and guardians must report to the main office when they arrive, sign in and obtain a visitor's pass if they are to go to any part of the building. To prevent interruption to the instructional program, we request that all items brought to the schools are left in the office labeled with the name of the teacher and student. Student visitors are NOT permitted, at any time, on campus. Visitors must make prior arrangements with administration and must be approved to visit MPS at any time. Please see the Conditions for Classroom and School Visitation, Shadowing, and Removal Policy in this Handbook for more details.

Conditions for Classroom and School Visitation, Shadowing, and Removal Policy**General Visitation Guidelines**

Magnolia Public Schools ("MPS") encourages parents/guardians and interested members of the community to visit MPS and view the educational program. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and principal's written permission.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and principal or designee, at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and

proof of identity. For purposes of school safety and security, the principal or designee have designated that each visitor wear a visitor's pass as a visible means of identification for visitors while on school premises.

3. A principal, or designee, may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.
4. A principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the school's orderly operation. If consent is withdrawn by someone other than the principal, the principal may reinstate consent for the visitor if the principal believes that the person's presence will not constitute a disruption or substantial and material threat to the school's orderly operation. Consent cannot be withdrawn for more than fourteen (14) days.
5. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. The principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

"Shadowing" Guidelines

"Shadowing" gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) days advance notice of your visit, signing in at the Office when arriving to the School, and obtaining a visitor's pass. Notice of your visit and intent to shadow should be provided by completing the below form and submitting it to the School at least three (3) days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or

other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video, or take photos. Should you have any concerns, report them to the school administrators.

- Meet with the school administration to debrief your visit.

MPS administration has the right to withdraw consent for a visitor to be on campus, as described above. All persons making the visit shall be deemed to have waived claims against the school for injury, accident, illness, or death occurring during or by reason of visit.

H. SCHOOL INFORMATION SYSTEM

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

All discipline entries will remain on SIS for the entire year.

I. PHONE USE

In case of emergency, students may go to the office with a hall pass from a teacher.

Please note: The office phone is for emergency calls only.

J. NEWSLETTER

- Communications regarding school activities from faculty to parents/guardians and students will be sent home periodically.
- Copies of the newsletter are available at the school office.

K. ELECTRONIC DEVICES

MPS policy regarding possession of cellular phones, any personal electronic devices, iPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school

time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.

- All confiscated devices will be returned to the parent/guardian accompanied by the student at the end of the school day.

L. LOST AND FOUND

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the main office. Items not picked up will be donated monthly.

M. PE LOCKERS

- When available, lockers are provided for physical education class during that period only.
- Lockers are not assigned to students.
- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their gym lockers and use it for the period with the condition of removing them daily. Please check with the school administration for specifics.

MPS does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.

N. TEXTBOOKS

Textbooks and work books are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and work books. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers. Parents/Guardians will be held responsible for the loss or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation.

O. MEAL PROGRAM

- Students must submit the MPS meal program application before the first day of school.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.
- An outstanding balance of \$5.00 or more will not allow students to receive a meal. Students are

responsible for making sure their account does not have an outstanding balance.

MPS participates in the National School Lunch Program. Applications for free or reduced price meals are included in the enrollment packets to all families and can also be obtained on the MPS website and in the main office of each MPS school. All families are encouraged to complete the application form in order to include as many eligible students as possible.

P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES

- Parents may contribute to supply ten dollars (\$10) to cover the cost of a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MPS.
- If the local public schools announce that the students will be dismissed, MPS will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MPS has to account for all students.
- MPS Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

Q. STUDENT TRANSFER

- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents/Guardians are responsible to pay for the loss, or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation.
- The application of these obligations are enforced notwithstanding any contrary provisions of law applicable to homeless students or foster youth,

R. HOMELESS STUDENTS

It is the policy of MPS that homeless students are provided with a full and equal opportunity to succeed and receive an education. "The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

School Liaison: The Principal of each MPS school site shall serve as the Homeless Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Principal

Contact address and phone number of your MPS school on Page 3

The Homeless Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.

7. Parents/guardians are fully informed of all transportation services, as applicable.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

S. DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school's administration.

Free Dress & Theme Dress Days Code:

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be form fitting, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however printing on clothing must be suitable for school, no

inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.

- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school, except for religious head coverings.
- Neatness and good grooming is required.
- Hairstyles must follow the schools dress code policy.

MPS STUDENT UNIFORM POLICY

BOTTOM	Pants, shorts, skirts, skorts, or capris are acceptable.	<p>Pants/Skirts/Skorts/Shorts:</p> <ul style="list-style-type: none"> • May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone. • Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. • Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip. • Pants may not be made from legging or jegging material. • Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. • The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing. • Socks may not be worn over pants. • Rubber bands are not allowed on the bottom of pants or ankles. • No Jean style pants. • No Cargo pants/shorts. • Must have a built in pocket not a sewn on pocket. <p>Undergarments:</p> <ul style="list-style-type: none"> • Should not be noticeable through or outside of clothing, tops and bottoms. <p>Uniform:</p> <ul style="list-style-type: none"> • Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy. • Undershirts must be short-sleeved if worn. • The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. • Under shirt may not hang out of sleeves. <p>Shoes:</p> <ul style="list-style-type: none"> • Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.
	<p>Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.</p> <p>Belts (required for all variations of dress uniform):</p> <ul style="list-style-type: none"> • Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). • The buckle may only have one catch. • Belt must be of correct waist size, so that there is minimal excess length (less than five inches). • Any excess length of belt must be tucked through a belt loop and may not hang down. 	
TOP	<p>White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.</p> <p>Hoods may not be worn at school.</p> <p>Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.</p>	
FOOTWEAR	<ul style="list-style-type: none"> • The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.) • "Athletic" shoes for the dress code must be completely black, white or brown. • Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white <p>No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.</p>	
PE UNIFORM	<p>TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE.</p>	
	<p>BOTTOM: Properly fitting MPS Navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.</p> <p>FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.</p>	

OUTERWEAR	<p>Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.</p> <p>For colder weather:</p> <ul style="list-style-type: none"> • MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside. • Sweatshirts and jackets must be solid navy blue or gray. <p style="text-align: center;">* * *</p> <p style="text-align: center;">If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Each individual MPS campus may include site-specific amendments into the uniform policy addressing local issues.</p>	<p>Jewelry and accessories/Cosmetics:</p> <ul style="list-style-type: none"> • Should be modest, appropriate for school, and not attract undue attention. • Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt. • No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform. • Facial, tongue, and body piercing are not allowed. • Bracelets: Must be tasteful and not attract undue attention. • Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school. • Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> • No brightly colored or glitter eye shadow, or blush. • Mascara and eyeliner should be minimal. • Lipstick should be a natural color. • Earrings must be studs or one (1) inch hoops and worn on earlobe. <p>Hair:</p> <ul style="list-style-type: none"> • Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable. • Colors such as red, blue, purple, green, white, etc. are not permitted. • Hair must be neat, clean, and well kept. • If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight. • Excessive "gel" of any kind is not acceptable, and should not be visible. • Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch. • Combs may not be left in hair. • No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back. • No Mohawks or Fohawks • For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.
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STUDENT TECHNOLOGY USE POLICY AND AGREEMENT

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are

harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services on campus and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall

oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
 - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Participating in political activities.
 - h. Conducting for-profit business.
 - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff

to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:

- Bring their MPS device to school every day, fully charged;
- Never leave the MPS device unattended;
- Never loan the MPS device to other individuals;
- Know where the MPS device is at all times;

- Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
- Store and use the device in a safe location and environment to avoid loss or damage to the device;
- Not remove the Asset Tag or other school property identifiers;
- Charge the MPS device's battery daily;
- Keep food and beverages away from the MPS device;
- Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
- Not disassemble any part of the MPS device or attempt any repairs;
- Not place decorations (such as stickers, markers, etc.) on the MPS device;
- Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
- Notify MPS by the next school day in the event of loss or damage to the device;
- File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
- Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
- Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
- Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

WAIVER OF PRIVACY RIGHTS

Users of the MPS technology services expressly waive any right of privacy in anything they create, store, send, or receive on the MPS device or through the Internet or any other computer network. Users consent to allowing MPS to access and review all materials users create, store, send, or receive on the device or through the Internet or any other computer network. Users understand that MPS monitors the use of its computer resources.

DISCLAIMER

Electronic information available to students does not imply endorsement of the content by MPS, nor can

MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

SIGNATURES

After reading the Student Technology Use Policy and this Acceptable Use Agreement, please note that your signature on the MPS Acknowledgement of Student Handbook page at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Use Policy and procedure, reflects the entire agreement and understanding of all parties.

TITLE I INFORMATION:

MPS receives Title I funding, and is therefore required to provide certain information to parents as well as develop, with parental input, a Parent Involvement Policy. Please see below for these required notices and Policy.

Teacher Qualifications

Parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals to parents upon request.

Program Improvement Identification

MPS notifies parents at the start of each school year of any MPS schools that have been identified for Program Improvement. Program Improvement status is determined by the California Department of Education based on its review of student academic performance data in English Language Arts and Mathematics as required by the Federal Elementary and Secondary Education Act (ESEA) of 2001. In addition to offering school choice, supplemental education services (SES) are also available for qualifying students attending schools in Program Improvement years 2 and up. Parents will receive letters regarding any MPS school(s) in Program Improvement. Please contact the MPS Principal at each school site for more information regarding Program Improvement or SES.

PARENT INVOLVEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.¹ This policy has also been submitted to the California Department of Education with the LEA's Consolidated Application.

II. Involvement in Drafting the LEA Plan

Parents will be involved in the development of the LEA/SSD plan, Single Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, the LEA will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA/SSD plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA/SSD plan when it is submitted to the CDE.

III. Involvement in School Review and Improvement

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement: Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

School plan: Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with the Every Student Succeeds Act (ESSA).

Notice required after school identification: If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA and the CDE;
- The reasons for the identification;
- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

Information regarding corrective action taken:

The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Restructuring: Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by ESSA.

IV. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- The LEA will reserve funds to the school for parent involvement activities as required by law;
- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

V. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI. Notice

Within 60 days of the beginning of school, the School will send [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to [if in a targeted assistance school] [parents of participating children] [or if in a school with a school wide program] [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:

Category (a):

- The principal
- 4 teacher representatives selected by teachers at the school
- 1 other school personnel selected by peers at the school

Category (b):

- 3 parents of students attending the school selected by such parents
- 2 students selected by students attending the school
- 1 community member selected by parents of students attending the school

The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic

achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.² Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards

² Source:
http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that

encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

SCHOOL-PARENT-STUDENT COMPACT

This School-Parent³-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline how parents, the entire School staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

I. School Responsibilities

- The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.

³ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

II. Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college bound environment at home and support my student through the college admission and scholarship finding process.
- I will emphasize my child adhere to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted on-line for parents and students via the school website and the

online Student Information System and respond as necessary (computer access is available for parents at School if needed).

- I will review progress reports that are sent by the School, and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child do not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will volunteer at School when requested.

III. Student Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.

- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

INTERNAL COMPLAINT PROCEDURES

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns. Please use the Internal Complaints Policy Form following this Policy to file complaints. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

a) Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

b) Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

INTERNAL COMPLAINT PROCEDURES FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by MPS:

Received by: _____ Date: _____

POLICY AGAINST UNLAWFUL HARASSMENT

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. MPS's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. MPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Please see the complaint form following this Policy to use when filing a complaint. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by MPS.

MPS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or

academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of

creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee, volunteer, and student has the responsibility to maintain a workplace and educational environment free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See the "Harassment Complaint Form" following this policy.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any

individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms).

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment, academic status, or progress due to their participation in or filing of a complaint or reporting sexual harassment.

MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

HARASSMENT COMPLAINT FORM

It is the policy of Magnolia Public Schools ("MPS") that all individuals be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that MPS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of MPS, you may file this form with the Director or Board President. If you are a student/parent, you may file this form with the Director, or if the complaint involves the Director, the Board President.

Please review MPS's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, MPS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, MPS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize MPS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that MPS will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by MPS both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

MPS believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, MPS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. MPS staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so. Please use the Harassment, Intimidation, Discrimination, and Bullying Complaint Form to file any complaints pursuant to this policy. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Definitions

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of

harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination,

intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

MPS acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

MPS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Principal or designee will promptly initiate an investigation. At the conclusion of the investigation, the Principal or designee will notify the complainant of the outcome of the investigation. However, in no case may the Principal or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of MPS.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Principal or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated MPS employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of MPS.

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: _____

Signature of Complainant

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

UNIFORM COMPLAINT PROCEDURES

- a. MPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs and the charging of unlawful pupil fees.
- b. MPS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our local board. Unlawful discrimination harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any MPS program or activity.
- c. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Educational Programs; American Indian Education Centers and Early Child Education Program Assessments; Consolidated Categorical Aid Programs; Migrant Education; Career Technical and Technical Education and Training Programs; Child Care and Developmental Programs; Child Nutrition Programs; Foster and Homeless Youth Services; No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; Tobacco-Use Prevention Education.

- d. A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
 4. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.
- e. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable, may also be filed under the local UCP.
- f. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus may also be filed under the local UCP.
- g. All complaints that fall within the UCP, including complaint of noncompliance with laws relating to pupil fees, must be filed in writing with the complaint officer listed below. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. The compliance officer is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

- h. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Compliance Officer or his or her designee.
- i. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and

complete the investigation in accordance with California regulations and in accordance with the School's procedures.

- j. The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision.
- k. Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
- l. A complete copy of the UCP policy and complaint procedures is posted in every classroom and shall be available free of charge in the main office of each MPS school and MPS website. A copy of the UCP complaint form is contained in this Handbook.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> No Child Left Behind Programs | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> State Preschool | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula | <input type="checkbox"/> Lactating Pupils |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Executive Officer
 Magnolia Public Schools
 250 E. 1st St., Ste. 1500
 Los Angeles, CA 90012
 (213) 628-3634

MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I, as a Magnolia Public School student, understand and agree that use of Magnolia Public Schools computer and technology is a privilege and not a right. I understand that if I violate the Student Technology Use Policy-Acceptable Use Agreement in any way, I will be subject to referral and possible suspension. I, as a Magnolia Public School parent or guardian, understand that I may be liable for the replacement cost for property Magnolia Public School loaned to my student that my student fails to return or that is willfully cut, defaced, or otherwise damaged, up to an amount not to exceed \$10,000 (ten thousand dollars), adjusted annually for inflation. When I am unable to pay for the damages, Magnolia Public School will provide a program of voluntary work for my student in lieu of the payment of monetary damages. If my child is over the age of majority, he/she shall be liable for the same. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

IMPORTANT NOTICE

Dear Parents/Guardians,

- *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.*
- *Each individual MPS campus may include amendments into this handbook addressing local issues.*
- *Any changes or additions to this handbook will be given to the students and parents/guardians in writing.*

Student's Name: _____ **Student's Signature:** _____

Parent/Guardian's Name: _____ **P/G's Signature:** _____

(If known, circle grade and group.) **Date:** _____

Grade:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12
----	---	---	---	---	---	---	---	---	---	---	----	----	----

Group:

A	B	C	D	E	F	G	Other:
---	---	---	---	---	---	---	--------

Copy for Student File

Appendix F

Lockdown Procedures

- Announcement over PA, "Prepare immediately for lockdown. This IS/IS NOT a drill. Repeat, Prepare immediately for lockdown. This IS/IS NOT a drill.
- Call each classroom with broken PA system to make the announcement
- IF REAL: Call 911 & follow police directives
- **LOCK/CHECK ALL exterior doors:**
 - **Principal** – last building (rooms 7-12) / bathrooms and bungalows
 - **Dean of Students** – second building (rooms 1-6) / bathrooms
 - **Dean of Academics**- Front to to back- office/band/locker room building and bathrooms
 - **Office Manager/Secretary** - CLOSE windows & blinds, LOCK exterior doors, SHUT OFF lights, then email / Text Message ALL teachers to alert whether it is a drill or a real lockdown
- STAY AWAY from windows and doors
- DO NOT OPEN doors for any reason before "all clear" is received
- IF REAL: Notify MPS district office we are in lockdown
- Monitor main phone line
- IF REAL: Text & Tweet message to parents that we are in lockdown
- **When it is deemed SAFE, announce over PA, "This is an ALL CLEAR. It is safe to return to normal activity."**
- IF REAL: Text & Tweet message to parents that we are no longer in lockdown
- IF REAL: Email parents with an approved message from Central Office
- IF REAL: Call MPS district office to let them know we are no longer in lockdown
- Enter this in the log in the emergency binder

Auditorium : Students should move into the Resource Room, lock all doors and close the blinds.

Lunch area: Students should be moved into the Auditorium or to the Locker Rooms if Auditorium is not safe.

Upper field/ Lower Blacktop area: If/as possible, depending upon situation, attempt to move into Auditorium or to the nearest classroom.

Bathrooms: Students/staff should move into a stall, lock the staff door and crouch on the toilet so feet, hands and head are hidden from view.

Hallway: Students should move into closest classroom immediately.

Locker Rooms: Students should stay inside, lock all doors and close the blinds.

Shelter in Place

- If there are vague threats or violence in the community not directed at the school, announce over PA, “We are going into SHELTER IN PLACE mode. Repeat, we are going into shelter in place mode.”
- **LOCK/CHECK ALL exterior doors:**
 - **Principal** – last building/bathrooms and bungalows
 - **Dean of Students** – second building/bathrooms
 - **Dean of Academics**- office/band/locker room building and bathrooms
 - **Office Manager/Secretary** - CLOSE windows & blinds, LOCK exterior doors
- **Teaching and learning does not stop**
- Students may stay in their seats, and continue INSIDE the classroom as usual.
- Nobody leaves the classroom
- Enter this in the log in the emergency binder

Appendix G

Magnolia Science Academy – San Diego Campus

Comprehensive School Safety Plan

CRITERION 1

Date range: 5/25/2015 – 11/20/2016

Search Radius: .5 mile

The crime statistics in the date range above are during the 180 days prior to this report being created. During that time 86 total crimes were committed within a half mile range of our campus. The following table has a detailed breakdown of all crimes committed during the preceding 180 days.

Type	Number of Occurrences
Larceny / Theft	13
Assault/Battery	12
Drugs/Alcohol	11
Burglary	10
Fraud	10
Vandalism/Malicious Mischief	9
Vehicle Theft	7
Vehicle Break-In	7
DUI	3
Other Sex Crime	2
Robbery	2
Total	86

Magnolia Science Academy- San Diego has a Zero Tolerance Policy for drugs and alcohol. Students attend a number of programs that are offered throughout the school year. We implement the following programs each school year giving support to our students; Campus Wide Positive Behavior Intervention and Support, Character Education in our Get Ready for Life Class, Anti-Bullying Assemblies, Citizen, Scholar, and Athlete recognition, and constant communication with parents by teachers and administrators about their children's citizenship and behavior at school.

Type	Description	Incident #	Location	Agency	Date
	OTHER ROBBERY - NO WEAPON		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	10/24/2016 4:40 PM
	VEHICLE BREAK-IN/THEFT		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	10/22/2016 8:00 PM
	BATTERY WITH SERIOUS BODILY INJURY (F)		8500 BLOCK NAVAJO ROAD	San Diego Police	10/22/2016 4:45 PM
	PETTY THEFT / THEFT OF PERSONAL PROPERTY / SHOPLIFT		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	10/22/2016 9:00 AM
	USE/UNDER INFLUENCE OF CONTROLLED SUBSTANCE		8600 BLOCK LAKE ASHMERE DRIVE	San Diego Police	10/15/2016 6:47 PM
	TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT		6200 BLOCK LAKE ALAMOR AVENUE	San Diego Police	10/15/2016 11:45 AM
	POSSESS CONTROLLED SUBSTANCE (M)		6300 BLOCK LAKE ARROWHEAD DRIVE	La Mesa Police	10/12/2016 9:52 PM
	POSSESS CONTROLLED SUBSTANCE (M)		6300 BLOCK LAKE ARROWHEAD DRIVE	La Mesa Police	10/12/2016 9:52 PM
	VANDALISM (\$400 OR MORE)		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	10/11/2016 8:15 PM
	TRANSPORT/SELL NARCOTIC/CONTROLLED SUBSTANCE		8500 BLOCK SAN CARLOS DRIVE	San Diego Police	10/11/2016 5:30 PM
	USE/UNDER INFLUENCE OF CONTROLLED SUBSTANCE		8500 BLOCK SAN CARLOS DRIVE	San Diego Police	10/11/2016 5:30 PM
	TRANSPORT/SELL NARCOTIC/CONTROLLED SUBSTANCE		8500 BLOCK SAN CARLOS DRIVE	San Diego Police	10/11/2016 5:30 PM
	MALICIOUS MISCHIEF/VANDALISM(MISDEMEANOR)		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	10/6/2016 5:30 PM
	TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT		8600 BLOCK LAKE ASHMERE DRIVE	San Diego Police	10/6/2016 10:00 AM
	GRAND THEFT: MONEY/LABOR/PROPERTY OVER \$950		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	9/27/2016 12:52 PM
	RESIDENTIAL BURGLARY		6500 BLOCK JAFFE COURT	San Diego Police	9/26/2016 3:42 PM
	DUI ALCOHOL AND/OR DRUGS		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	9/24/2016 5:28 PM
	RESIDENTIAL BURGLARY		8400 BLOCK BEAVER LAKE DRIVE	San Diego Police	9/24/2016 2:50 PM
	VANDALISM (LESS THAN \$400)		8600 BLOCK LAKE ASHMERE DRIVE	San Diego Police	9/20/2016 7:00 AM
	OTHER SEX CRIME		8500 BLOCK DALLAS STREET	La Mesa Police	9/14/2016 4:05 PM
	PETTY THEFT(All Other Larceny) (M)		8500 BLOCK DALLAS STREET	La Mesa Police	9/7/2016 4:00 PM
	PETTY THEFT / THEFT OF PERSONAL PROPERTY / SHOPLIFT		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	9/7/2016 3:30 PM
	FRAUD		6200 BLOCK LAKE ALBANO AVENUE	San Diego Police	9/7/2016 8:00 AM
	PETTY THEFT		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	9/6/2016 7:27 PM
	PETTY THEFT		8500 BLOCK SAN CARLOS DRIVE	San Diego Police	9/6/2016 4:45 AM
	BATTERY ON PERSON		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	9/5/2016 12:00 PM

Type	Description	Incident #	Location	Agency	Date
	RESIDENTIAL BURGLARY		6300 BLOCK BALSAM LAKE AVENUE	San Diego Police	9/5/2016 9:00 AM
	ASSAULT W/DEADLY WEAPON OTHER THAN FIREARM OR GBI FORCE		6400 BLOCK LAKE ARROWHEAD DRIVE	San Diego Police	9/5/2016 6:30 AM
	ASSAULT W/DEADLY WEAPON OTHER THAN FIREARM OR GBI FORCE		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/30/2016 4:50 PM
	BATTERY WITH SERIOUS BODILY INJURY (F)		8700 BLOCK NAVAJO ROAD	San Diego Police	8/26/2016 7:00 PM
	RESIDENTIAL BURGLARY		8400 BLOCK MONO LAKE DRIVE	San Diego Police	8/25/2016 11:30 AM
	FRAUD		6400 BLOCK EAST LAKE DRIVE	San Diego Police	8/19/2016 12:00 PM
	PETTY THEFT		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/18/2016 11:49 PM
	PETTY THEFT		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/17/2016 10:00 PM
	COMMERCIAL BURGLARY		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/12/2016 4:55 AM
	PETTY THEFT / THEFT OF PERSONAL PROPERTY / SHOPLIFT		8400 BLOCK SAN CARLOS DRIVE	San Diego Police	8/11/2016 9:29 PM
	FRAUD		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/11/2016 10:00 AM
	TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/11/2016 12:00 AM
	VEHICLE BREAK-IN/THEFT		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/9/2016 5:00 PM
	VANDALISM (\$400 OR MORE)		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/4/2016 8:00 AM
	PETTY THEFT / THEFT OF PERSONAL PROPERTY / SHOPLIFT		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/3/2016 11:20 PM
	DUI DRUG (M)		8700 BLOCK LAKE MURRAY BOULEVARD	La Mesa Police	8/2/2016 4:29 PM
	GRAND THEFT:MONEY/LABOR/PROPERTY OVER \$950		8400 BLOCK BEAVER LAKE DRIVE	San Diego Police	8/2/2016 8:45 AM
	FRAUD		8500 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	8/2/2016 8:00 AM
	RESIDENTIAL BURGLARY		8300 BLOCK BLUE LAKE DRIVE	San Diego Police	7/29/2016 6:30 PM
	TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT		8600 BLOCK LAKE ASHMERE DRIVE	San Diego Police	7/29/2016 6:00 PM
	FRAUD		6300 BLOCK BOULDER LAKE AVENUE	San Diego Police	7/22/2016 8:00 AM
	TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT		8600 BLOCK LAKE ASHMERE DRIVE	San Diego Police	7/19/2016 6:00 PM
	TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT		6200 BLOCK ANVIL LAKE AVENUE	San Diego Police	7/19/2016 2:00 PM
	THREATEN CRIME WITH INTENT TO TERRORIZE		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	7/17/2016 11:00 PM
	BATTERY WITH SERIOUS BODILY INJURY (F)		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	7/17/2016 10:30 PM
	USE/UNDER INFL OF CONTROLLED SUBS (M)		LAKE ARROWHEAD DRIVE / LAKE MURRAY BOULEVARD	La Mesa Police	7/16/2016 8:24 PM

Type	Description	Incident #	Location	Agency	Date
	POSS CONTROLLED SUBS FOR SALE (F)		8500 BLOCK LAKE MURRAY BOULEVARD	La Mesa Police	7/16/2016 8:17 PM
	USE/UNDER INFL OF CONTROLLED SUBS (M)		8500 BLOCK LAKE MURRAY BOULEVARD	La Mesa Police	7/16/2016 8:12 PM
	OTHER SEX CRIME		8600 BLOCK LAKE ASHMERE DRIVE	San Diego Police	7/12/2016 7:14 PM
	FRAUD		6200 BLOCK LAKE ATHABASKA PLACE	San Diego Police	7/10/2016 1:00 PM
	RESIDENTIAL BURGLARY		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	7/8/2016 11:45 PM
	VEHICLE BREAK-IN/THEFT		6400 BLOCK LAKE ARROWHEAD DRIVE	San Diego Police	7/2/2016 7:00 PM
	DUI ALCOHOL (M)		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego County Sheriff	6/30/2016 8:45 PM
	RESIDENTIAL BURGLARY		8600 BLOCK LAKE ANGELA DRIVE	San Diego Police	6/29/2016 8:00 AM
	VEHICLE BREAK-IN/THEFT		6400 BLOCK LAKE ARROWHEAD DRIVE	San Diego Police	6/28/2016 11:00 PM
	COMMERCIAL BURGLARY		8600 BLOCK NAVAJO ROAD	San Diego Police	6/25/2016 11:00 PM
	USE/UNDER INFLUENCE OF CONTROLLED SUBSTANCE		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	6/24/2016 10:20 PM
	PETTY THEFT		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	6/24/2016 9:20 PM
	FRAUD		6300 BLOCK BOULDER LAKE AVENUE	San Diego Police	6/20/2016 12:01 AM
	OPEN CONTAINER IN PUBLIC PARK		LAKE MURRAY BOULEVARD / NAVAJO ROAD	San Diego Police	6/15/2016 12:22 AM
	STREET ROBBERY - NO WEAPON		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	6/14/2016 12:45 AM
	VANDALISM (\$400 OR MORE)		8700 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	6/13/2016 5:30 PM
	RESIDENTIAL BURGLARY		6300 BLOCK BUDLONG LAKE AVENUE	San Diego Police	6/9/2016 7:45 AM
	BATTERY W/SERIOUS BODILY INJURY		8500 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	6/6/2016 12:10 PM
	FRAUD		6200 BLOCK LAKE ALBANO AVENUE	San Diego Police	6/4/2016 2:00 PM
	VANDALISM (\$400 OR MORE)		6400 BLOCK LAKE ARROWHEAD DRIVE	San Diego Police	6/2/2016 4:45 PM
	MALICIOUS MISCHIEF/VANDALISM(MISDEMEANOR)		6300 BLOCK LAKE ATLIN AVENUE	San Diego Police	6/2/2016 3:30 PM
	VANDALISM (\$400 OR MORE)		6400 BLOCK LAKE ARROWHEAD DRIVE	San Diego Police	6/1/2016 4:45 PM
	MALICIOUS MISCHIEF/VANDALISM(MISDEMEANOR)		8400 BLOCK BEAVER LAKE DRIVE	San Diego Police	5/29/2016 12:45 PM
	BATTERY W/SERIOUS BODILY INJURY		8700 BLOCK NAVAJO ROAD	San Diego Police	5/29/2016 12:00 PM
	TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT		8600 BLOCK LAKE MURRAY BOULEVARD	San Diego Police	5/27/2016 8:45 AM

CRITERION 2

MSA-San Diego administration conducted in service training to all our employees during the August 2016 staff development meetings. All staff members were required to complete an online SafeSchools training prior to reporting to their first day of summer in-service on August 3rd, 2016. All staff members completed this training by August 31st, 2016. Records of each staff member completing this training are on file with the principal.

CRITERION 3

MSA-San Diego administration team, including the Principal, Dean of Students, Dean of Academics, and Dean of Culture all review the Disaster Procedures annually. Our staff members receive training each year at the Back to School staff meetings on the various types of emergency and disaster procedures and routines. As required by state law, safety drills (including fire, lockdown, and earthquake drills) are conducted twice each school year. Students and staff review the evacuation procedures, routes, assembly areas, assigned responsibilities, and actions that must be taken. Information is distributed in a red folder that is kept by the door of each room. Students receive information via our practice drills and classroom instruction.

CRITERION 4

Staff review with their students the conduct, responsibilities, and discipline procedures that are expected. Information with specific procedures relating to suspension, expulsion, and mandatory expulsion is distributed through our Staff/ Student/Parent Handbooks. In addition, students receive information during our assemblies, and classroom instruction. When a student has committed an act which requires suspension, the Disciplinary Committee meets, and the parent is contacted by either the Dean of Students or the principal for a conference. The conference includes the student, parents, principal or Dean of Students, and the staff member involved. An action plan is discussed and implemented. The suspension is recorded in Power School by the School Clerk.

CRITERION 5

If a dangerous student is placed at MSA-San Diego, the Principal will verbally notify the classroom teachers, the Dean of Academics, and the Dean of Students. All court records regarding a dangerous student are kept in a separate file in the Principal's office in order to maintain student's confidentiality. In addition, any information received by a teacher, counselor, or administrator will also be kept confidential and shall not be disseminated further by the teacher, counselor, or any administrator.

CRITERION 6

All MSA-San Diego staff receives Sexual harassment training in the Back to School meetings. In addition, Staff members completed an online training with SafeSchools Online Training before August 31st, 2016. In addition, in the Staff Handbook information is given to address sexual harassment. Also, all students and parents must sign a Student & Parent Acknowledgement form annually which states that they have read the handbook including the discrimination and sexual harassment policy and will abide by the policy and accept consequences in case of policy violations.

CRITERION 7

MSA-San Diego Dress Code is provided in the Parent & Student Handbook that is sent home yearly to all students. It can also be found in the student's planners.

The dress code states:

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to enter the campus if they are not in proper uniform. This uniform policy will be enforced, without exception, from the very first day of school. Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be form fitting, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however printing on clothing must be suitable for school, no inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.
- Mini-skirts, short skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.
- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.
- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school
- Neatness and good grooming is required.
- Hairstyles must follow the school's dress code policy.

Failure to observe the dress code will result in the following:

Change of attire by either having a parent bring it in, or alternative appropriate article clothing will be provided by the school. The parents or guardians will be notified through our online communication software, CoolSIS. The dress code has been specifically addressed in assemblies, orientation night, and voice dials to all parents and guardians.

CRITERION 8

The site's Emergency Preparedness Plan includes evacuation procedures as well as evacuation routes. Lockdown procedures are also included and address emergencies during the school day, before school, after school, and at lunch. These procedures have been reviewed with staff, students and parents via classroom discussion, staff meetings, and school assemblies. In case the evacuation field is inaccessible, students will exit the classrooms and meet at the parking lot in front of the school. An off -site evacuation site has been established at Albertson's on 8650 Lake Murray Blvd, San Diego, CA 92119.

In addition, we conduct two school-wide drills each school year which includes the annual "California Shakeout Earthquake Drill"

CRITERION 9

Building a safe school environment, creating a positive learning climate, and providing students with opportunities for successful, rewarding experiences requires the effort of many. This is illustrated in the Student-Parent Handbook, which outlines the commitments and responsibilities required of students, teachers, parents/guardians, school administrators, and central office. Our handbook is prepared annually and is provided to students and parents to review. The principal is responsible for maintaining the discipline in the school. The principal may delegate tasks required for the maintenance of good student conduct to the Dean of Students, and other site personnel. Our students are under direct supervision by staff members at all times while in school or while attending all school-directed activities. Annually, all the staff and administration commits to improving the climate by having a clean, healthy, safe, and well-maintained school environment. In addition, we communicate with school police in securing our campus with safety alarms and gates, thus prioritizing the safety of our students and campus. Unlawful access onto our campus by those without legitimate business is strictly forbidden.

CRITERION 10

This plan includes procedures ensuring the full participation of students and staff with special needs and disabilities through the planning and implementation of mitigation, preparedness, response, and recovery strategies as part of the overall management of school emergencies and disasters.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care, and other emergency response and recovery programs involve the following:

- Review working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
- Understanding special needs demographics of students on site
- Involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs

- Accommodations, support systems, equipment, services, and supplies that they will need during an emergency.
- Identify existing resources within the school and local community
- Local responders establish a relationship with individual students with disabilities and their teachers

In addition, at MSA-San Diego, our Special Education Assistants and Special Education Teachers work in the classrooms with students that have special needs. In the event of an emergency, these employees are available to help students and adults evacuate the buildings.

CRITERION 11

The Comprehensive School Safety Plan will be presented to the Site Advisory Board after receiving approval from the school police department. All constituents were invited to provide their input. Communication was through email among the Site Advisory Board members.

The MSA- San Diego School Safety Committee:

Gokhan Serce- Principal
Nathan Williams- Dean of Students
Nellie Tate- Dean of Academics
Halil Akdeniz- Dean of Culture

Appendix H

Site Incident Command Team

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases one individual may be able to fill more than one “position”. (Example: in a small incident the School Principal oftentimes serves as the Site Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Site Incident Commanders are encouraged to “cluster” certain same-section positions, if the workload allows. The Site Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning Chief could assume the Documentation and Situation Analysis duties. The Logistics Chief could assume the Supplies, Facilities, & Staffing duties.

The Incident Command System calls for staffing that will accommodate 24 hour coverage. Accordingly, the position assignments in Section Four call for two shifts. If an individual is assigned to the “first shift” they cannot also be assigned to the “second shift”.

Site Incident Command Team Assignments

Key staff will be pre-assigned to the Site Incident Command Team and have specific duties during emergencies. These duties include:

- **Site Incident Commander**– responsible for overseeing on-site emergency operations. Typically also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer**- ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer**– acts as official spokesperson for the site in an emergency situation, until the District’s Communications Officer is available
 - **Liaison Officer**– serves as the point-of-contact for agencies outside of the District’s organization.
- **Operations Chief**– manages direct response to the on-site emergency. Shares gathered information with the Planning Chief.
 - **Site Facility Check & Security**– controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to the Operations Chief
 - **Search & Rescue Leader and Buddy Teams**– checks campus for damage, rescues victims, and reports site conditions. The Leader stays at the Site Command Post. Each “buddy team” will consist of two Search & Rescue Team members. The number of buddy teams is dictated by the size of the site (see Search & Rescue Team position checklist for standards).
 - **First Aid & Medical Leader and Buddy Teams**– sets up Triage to provide first aid and medical response including CISM (Critical Incident Stress Management). The Leader stays at Triage. Each “buddy team” will consist of two First Aid & Medical Team members. The number of buddy teams is dictated by the size of the site (see First Aid & Medical Team position checklist for standards).
 - **Student/Parent Reunification**
 - **Evacuation Area**– ensures the care and safety of all students on campus (except those in Triage)

- **Request Area**– processes requests by parents or other authorized adults for release of students
- **Release Gate**– releases student to parent or other authorized adult
- **Planning Chief**– in charge of collection, evaluation and documentation of information about the incident
 - **Documentation**– collects, evaluates, and documents event
 - **Situation Analysis**– assesses the overall incident
- **Logistics Chief**– provides facilities, services, personnel, equipment and materials to support response including food and transportation services
 - **Supplies, Facilities, & Staffing**– provides supplies, equipment and staffing to support response
- **Finance & Administration Chief**– primary duty is accountability of students, employees, and visitors. Also tracks purchases, staff hours, and costs

In the event of an emergency, the Site Incident Commander will establish a Site Command Post. Site Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Site Incident Command Team will report to the Site Incident Commander at the Site Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students, employees, and visitors.

The District's Emergency Operations Center (EOC) located at the District Offices' may be activated to support on-site emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC.

It's important that the Site Incident Command Team refer to both the District Administrative and Emergency Procedures and the Emergency Quick Reference Guide for command directives and clarifications.

Site Incident Commander

The Site Incident Commander is the point of contact for the Site Emergency Plan.

During emergencies, the Site Incident Commander coordinates all operations. The Site Incident Commander is typically the site principal or leading administrator. To assist the Site Incident Commander, a Site Incident Command Team is assigned to address key issues during emergency operations. The team works as directed by the Site Incident Commander.

The Site Incident Commander and Site Incident Command Team are responsible for maintaining and implementing their Site Emergency Plan. School Police Services will assist with emergency preparedness, disaster planning, and will be responsible for generating the final, approved version of each site's Site Emergency Plan. As a component of the overall Comprehensive Safe Schools Plan document, School Police Services will review this emergency plan on an annual basis to determine if the Site Emergency Plan is compliant with Federal, State, and local laws, as well as with district policy and procedure.

The Site Incident Commander will coordinate training for all new staff (paid and volunteer) with assignments in the Site Emergency Plan. The Site Incident Commander, coordinating with School Police Services will conduct scheduled exercises to provide staff with an opportunity to train and practice the emergency procedures outlined in the Site Emergency Plan.

Assigned individuals are required to review their duties and responsibilities at least twice per year.

Roles and Responsibilities

Reports to: Superintendent (or designee)

Reports to: **Superintendent (or designee)**

Staffing

Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for emergency and disaster response and shall remain at the Site Command Post to observe and direct response. Ensures the safety of students, staff and others on campus

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Emergency Response Box(es)
- Emergency Disaster Kit
- Campus maps (multiple copies)
- Master keys
- Site Incident Command Forms (Forms 1-13)
- Emergency Personnel Position Descriptions
- AM/FM radio (batteries)
- Command Post Supply Bin (pens, pencils, paper, clipboards, basic first aid supplies, duct tape, stapler, etc.)
- Site Emergency Response Plan
- Tables & chairs (if Site Command Post is outdoors)
- Job Descriptions on Clipboards
- Bull horn
- Staff rosters (2 sets)
- School Radios
- District emergency radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- Determine safe and proper location for command post
- Implement Site Emergency Response Plan and District Emergency Procedures**

❖ **REMEMBER: THE MORE INVOLVED YOU ARE IN PERFORMING TASKS AND ASSIGNMENTS, THE LESS SUPERVISION AND ORGANIZATION THERE IS. YOU ARE A FACILITATOR AND COORDINATOR, YOU MUST DELEGATE TASKS AND REMAIN IN CONTROL OF THE ENTIRE SCENE.**

- Develop and communicate an Incident Action Plan (Site Form 1) with objectives and a time frame to meet those objectives
- Develop and communicate an Incident Action Plan (Site Form 1) with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Form #6 Site Incident Command Team Assignment Form as positions are staffed
- Appoint a second shift or Deputy Site Incident Commander in preparation for long-term response

During Event:

- Continue to monitor and assess total site situation
- Ensure critical issues are addressed immediately
- Ensure Public Information Officer or Liaison Officer is properly communicating with district and emergency personnel
- Update site maps as Search & Rescue progresses and record damage assessment information
- Check with chiefs for regular updates
- Reassign personnel as needed or as they complete each assignment
- Report through Communications to school district on status of staff, site as needed. (Site Form 11 Site Status Report)
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per district guidelines. By law, during a disaster, the staff will become "Disaster Service Workers"

- Remain on and in charge of your site until redirected or released by the Office of the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Office of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the district before taking any further action
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Ensure the return of all equipment and reusable supplies to Logistics
- Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit
- Proclaim termination of the emergency and proceed with recovery operations if necessary
- Schedule a post incident meeting to take place no later than the following day with all staff and incident personnel
- Receive any information that needs to be followed up on from all personnel
- Account for all personnel prior to leaving

Liaison Officer

Reports to: **Site Incident Commander**

Staffing

Characteristics: **Staff with good communication skills, ability to retain and relay information, and ability to follow direction**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies from within and from outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information. It is essential that the Liaison Officer communicates often with Incident Commander and other assigned personnel to acquire accurate information and relay information from other agencies.

Special Equipment:

- Clipboard, paper, writing utensils
- School Radio
- School site map(s) and area map(s):

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan
- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- Provide periodic update briefings to Agency Representatives, as necessary
- Record pertinent information to keep an accurate log of actions and information

Public Information Officer

Reports To: **Site Incident Commander**

Staffing

Characteristics: **It is common for the District's Communications Office to carry out these duties. Until the Communication Office is able to assume the responsibilities involved, a staff member with good communication skills, ability to retain and relay information, and ability to follow direction is necessary to fulfill these duties**

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available and authorized for release**

❖ DO NOT RELEASE INFORMATION UNLESS AUTHORIZED TO DO SO BY THE INCIDENT COMMANDER

A school site-based Public Information Officer should only be used if the media is on campus and the District's Communications Officer is not available.

Special Equipment:

- Battery operated AM/FM radio
- Writing utensils, paper, clipboard
- Scotch tape/masking tape/duct tape
- Forms:
 - Public Information Release Worksheet (Site Form 12)
- School site map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). This site should be on school grounds and away from the request gate. Get approval from the Site Incident Commander
- Instruct all staff to direct parents-guardians to the request gate.
- Identify yourself as the site "Public Information Officer" (vest, visor, sign, etc.)
- Consult with District's Communications Office to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander
- Record information to maintain accurate information and verify which information is to be released
- Advise arriving media that the site is preparing a press release and approximate time of its issue
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event

During Event:

- Keep up-to-date on the situation

- ALWAYS brief the parents at the request gate before releasing the information to the media. Notify media of times they can expect briefings
- Do not remain in the media area. Remain near the command post and go to the media staging area when you are ready to make statements
- Statements must be approved by the Site Incident Commander and should reflect:
 - Reassurance — “Everything’s Going To Be OK.”
 - Incident or disaster cause and time of origin
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student request gate location. Do not release any names.
 - Resources and agencies present
 - Best routes to school if known and appropriate
 - Other relevant information school wishes to be released to the public, with approval from Site Incident Commander
 - **Prepare ahead of time and read statements if possible**
- When answering questions, only answer questions you know the answer to and are authorized to release information about
 - Do not make up answers or lie
 - Useful phrases include:
 - “I do not have that information at this time”
 - “I can try to obtain that information for you”
 - “I am not able to release that information at this time”
- Remind school site/staff volunteers to refer *all* questions for information from media or waiting parents to the PIO**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about incident and correct any misinformation heard
- Notify parents, with available assistance (crisis teams, law enforcement or school administration), of any requested students who are missing, absent, or deceased

After Event:

- Provide all documents, press releases and notes to the Documentation Unit
- Brief Incident Commander on any issues that arose, any information that needs follow-up, or any tasks that require further action (parent notification, etc)

Safety Officer

Reports To: **Site Incident Commander**

Staffing

Characteristics: **Good organization, communication and observation skills**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist, and coordinate distribution of safety equipment to proper personnel

Special Equipment:

- Hard hat (if available)
- Access to Emergency Container with tools and equipment
- Clipboard, paper, writing utensils

During Event:

- Monitor emergency evacuation and note any potential dangers or hazards
- Identify and mitigate safety hazards and situations as quickly and thoroughly as possible
- Ensure safety personnel, search and rescue personnel, and medical personnel have proper safety equipment
- Access Emergency Container to obtain any tools or instruments available for extrication, search and rescue, or safety
- Stop and modify all unsafe operations
- Ensure that responders use appropriate safety equipment and procedures
- Think ahead and anticipate situations and problems before they occur

- Anticipate situation changes, such as severe aftershocks, in all planning
- Keep the Site Incident Commander advised of the status of all safety aspects and activity as well as on any problematic areas which require attention

Operations Chief

Reports to: **Site Incident Commander**

Staffing

Characteristics: The Operations Chief should be a staff member familiar with the site, emergency procedures and adequate skills pertaining to organization and supervision

Responsibility: The Operations Chief manages the direct response to the disaster, which includes Facility Check & Maintenance Unit, Security Unit, Search & Rescue Unit, and Medical Unit.

Special Equipment:

- Clipboard, paper, writing utensils
- Campus maps
- School Radio
- Copy of Emergency Response Plan
- Incident Action Plan (Site Form #2)

During Event:

- Ensure all operations staff are promptly assigned and activated
- As staff is assigned, brief them on the situation and direct their immediate responsibilities, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Notify Documentation Unit and Law Enforcement officials of deceased individuals**

- Ensure all Team or Unit Leaders have all necessary forms and equipment
- Ensure Medical personnel have necessary resources and location for triage and treatment area
- Ensure the Security Leader immediately facilitates securing the campus and record the time the campus is verified as secure
- Ensure Facility Maintenance Unit is inspecting the campus for issues, dangers or hazards and addressing as needed or able
- Ensure Search & Rescue Team Leader directs their operations keeping safety and hazards in mind
- Relay information about hazards or damages to Search and Rescue, Medical and Facility Maintenance Leaders and to the Command Post for relay to all other appropriate personnel
- As information is received from operations staff, pass it on to Situation Analysis and/or the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Keep accurate record of all tasks and assignments to account for personnel and necessary tasks
- Schedule breaks and reassign Operations staff within the section as needed

Site Facility Check & Security

Reports to: **Operations Chief**

Staffing

Characteristics: Building Safety Supervisor or others familiar with the site's facilities.

Responsibility: Secures utilities as necessary, restricts access to unsafe areas and communicates results of the initial damage assessment to the Site Incident Commander. Utilize members of the Command Team to conduct the initial damage assessment. Purpose of the initial damage assessment is to identify physical damage to the buildings.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage by walkie talkie to the Site Command Post.*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking***, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Site Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that site's gates and fences are "secure" and report same to Site Incident Command Post.
- Advise Site Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire site has been checked for safety hazards and damage.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and off campus as appropriate.

Site Security Leader

Reports to: **Operations Chief**

Staffing

Characteristics: Security Assistants, general staff or others familiar with the site, with good communication skills and able to be firm and authoritative when needed

Responsibility: Ensures the overall safety of students, staff and facility, restricts access to unsafe areas and communicates damage to the Operations Chief. Also assists with traffic control for public safety vehicles, parent pick-up and the media. Will coordinate and oversee site security teams if available.

Special Equipment:

- Whistle
- Flashlight
- School Radio
- Safety Cones

Start Up Activities:

- Secure all gates and exterior doors to the campus
- Advise Operations Chief as soon as campus is completely secure
- Post personnel at any areas that may be accessible by persons outside the campus

During Event:

- As you do the following, observe the campus and report any hazards by radio to the Operations Chief

- Assist students and staff evacuate buildings if necessary
- Conduct perimeter checks for the duration of response
- Advise Operations Chief of all actions taken for information and proper logging
- Direct traffic of vehicles of parents, public safety, and media on and off campus as appropriate
- Assist in the safe evacuation to off-site location
- Assist Request and Release Gates as needed for maintaining order
- Address or facilitate a response from law enforcement personnel for persons who pose a threat due to violence, out of control behavior, irrational behavior, or defiance

Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing

Characteristics: Trained in Search and Rescue or good decision making, organization, documentation and coordination skills

Responsibility: Establish and direct Search & Rescue Teams, document rooms cleared, search progress, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Sturdy shoes and long sleeves
- Clipboard, paper, writing utensils
- Forms:
 - Search and Rescue Recommended Supplies (Site Form #08)
 - Search and Rescue Log (Site Form #09)

Start-Up Activities:

- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known hazards, injuries, or other situations requiring response. Upon arrival of assigned team leader, brief team leader of known information.

- Teams should be assigned based on available manpower, minimum 2 persons per team.**
 - **The District recommends the following standards for establishing Search & Rescue Teams:**
 - **Schools and Administrative Facilities with less than 500 persons = 2 Teams**
 - **Schools and Administrative Facilities with 500-1000 persons = 4 Teams**
 - **School and Administrative Facilities with more than 1000 persons = 6 Teams**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger yourself or others
 - Do not work beyond your expertise
 - Use appropriate safety gear
 - Evaluate the situation prior to taking action
 - Follow all operational and safety procedures
- Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery
- When each room is cleared by the teams, report by radio to Operations Chief that room has been cleared (ex: "Room A-123 is clear")
- When injured victim is located, notify Operations Chief of location, number of victims, and condition of injured
- Do not use names of students or staff. Follow directions from Operations Chief
- Record exact location of damage, trapped or injured victims on Search and Rescue Log (Form #11)
- Keep radio communication brief and simple
- Update Operations Chief regarding the status of search and rescue progress

Search & Rescue/Utility Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue or good observation, decision making and physical skills and abilities

Responsibility: Check the site for damage, locate and rescue victims, report location of victims or hazards to the Search & Rescue Team Leader

Special Equipment:

- Search & Rescue Team Member Backpack
- Forms:
 - Search and Rescue Recommended Supplies (Site Form #08)
 - Search and Rescue Log (Site Form #09)
- Sturdy shoes and long sleeves
- Hard Hat, Gloves, Goggles
- Chalk, marker, wax pencil

Start-Up Activities:

- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known hazards, injuries, or other situations requiring response. Upon arrival of assigned team leader, brief team leader of known information.

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger yourself or others
 - Do not work beyond your expertise
 - Use appropriate safety gear
 - Evaluate the situation prior to taking action
 - Follow all operational and safety procedures
- Report gas leaks, fires, or structural damage to Search and Rescue Team Leader immediately upon discovery

- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings**
- If building is safe to enter, search assigned area (following map) using orderly pattern.
- Use chalk or grease pencil to mark slash on door when entering room.
- Check under desks and tables. Search visually and vocally and listen for any noises or victims.
- When leaving each room, draw another slash to form "X" on door
- Report by radio to Team Leader that room has been cleared (ex: "Room A-123 is clear")
- When injured victim is located, notify the Team Leader of the location, number of victims, and condition of injured
- Report information of importance to Team Leader but do not use names of students or staff
- Keep radio communication brief and simple, do not use codes
- NEVER separate from your partner and always maintain visual contact with your partner
- If a victim has injuries that prevent them from being able to move on their own, ensure the area is safe and request the Team Leader to direct medical personnel to your location.

❖ ***Do not move an unconscious victim or one who cannot move unless the environment poses an immediate threat***

Medical Team Leader

Reports to: **Operations Chief**

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse)

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or Critical Incident Stress Management (CISM)

Special Equipment:

- Marking pens
- First Aid Supplies
- Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms:
 - First Aid and Medical Team Supplies (Site Form #06)
 - First Aid and Medical Treatment Log (Site Form #07)
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- Teams should be assigned based on available manpower, minimum 2 persons per team.**
 - **The District recommends the following standards for establishing Medical Teams:**
 - **Schools and Administrative Facilities with less than 500 persons = 2 Teams**
 - **Schools and Administrative Facilities with 500-1000 persons = 4 Teams**
 - **School and Administrative Facilities with more than 1000 persons = 6 Teams**

- Establish scope of disaster with the Site Incident Commander and determine need for outside emergency medical support and transport capabilities
- Request assistance from the District Crisis Response Team for psychological staff and student needs when available
- Make personnel assignments (If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological)
- Review safety procedures and assignments with personnel
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles
- Obtain equipment/supplies from the container
- Assess available inventory of supplies & equipment
- Establish flow of patients into treatment area (document, triage, treatment, monitoring, release)
- Establish “immediate” and “delayed” treatment areas
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team
- If a morgue is needed, establish an appropriate location in consideration of the following:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner’s vehicle
 - Covered or enclosed area out of direct sunlight
 - Remote from evacuation area
 - Coordinate security to keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - ALWAYS use accepted universal precautions and personal protective equipment for protection from body fluids; replace with new gloves for each new patient

- Make sure that accurate records are kept for EVERY person given any form of medical treatment, including the condition for which treatment was provided
- Provide personnel response for injuries in remote locations to assist Search and Rescue teams when requested, or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel
- Keep Operations Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

Deceased Individuals:

- Report deaths immediately to Operations Chief, and Documentation Unit
- Do not use decedents name on radio. For immediate notification, use age, gender and location only***
- After pronouncement or determination of death:**
 - ***Do not*** move the body until directed by Site Command Post
 - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times***
 - As soon as possible, ***notify Operations Chief of the name of any decedents in person or using adult assistants,***
 - Operations Chief will notify the Site Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner
 - Keep accurate records, collaborate with Documentation Unit, and make records available to law enforcement and/or the Coroner when requested
 - Write the following information on two tags:
 - Date and time found
 - Exact location where found
 - Name of decedent, if known
 - If identified—how, when, by whom
 - Name of person filling out tag

- Attach one tag to body
- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag and move body to morgue
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

After:

- Conduct a Critical Incident Stress Debriefing for staff

Medical/Utility Team

Reports to: **Medical Team Leader**

Staffing

Characteristics: Trained in first aid and Critical Incident Stress Management (CISM)

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies (See Section Five)
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: First Aid and Medical Treatment Log (Site Form#07)

Start-Up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid
 - ALWAYS use accepted universal precautions and personal protective equipment for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept for EVERY person given any form of medical treatment, including the condition for which treatment was provided
- Provide personnel response for injuries in remote locations to assist Search and Rescue teams when requested, or request Logistics for staffing assistance
- If needed, request additional personnel from Medical Team Leader
- Continue to assess victims at regular intervals
- Report deaths immediately to First Aid & Medical Team Leader
 - **Do not use decedents name on radio. For immediate notification, use age, gender and location only**
- If & when transport is available, do final assessment and document on triage tag or medical form
- Keep and file records for reference—**do not send with victim**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms or determines triage tag category (red, yellow, green) and directs to proper treatment area
 - Should take 30 seconds to assess — no treatment takes place here
- Second team member logs victims' names on form and sends forms to Site Incident Command Post as completed

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible
- One member completes secondary head-to-toe assessment

- Second member records information on triage tag and on-site treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

After:

- Clean up First Aid & Medical Treatment Area
 - Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Evacuation Area

Reports to: **Operations Chief**

Staffing

Characteristic: Trained in or have the ability to manage large groups of students and coordinating other staff

Responsibility: Ensure the care and safety of all students during an emergency (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- School radio
- Writing utensils, paper, clipboards
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.

Start-Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
 - Verify that the evacuation area and routes to it are safe

- Count or observe the classrooms as they exit, to make sure that all classes evacuate
- Facilitate the set-up of portable toilet facilities and hand-washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area.
- Administer minor first aid as needed.
- Arrange for escort of students to Medical Area or out of evacuation area if necessary. Do not let any students out of the evacuation area without an escort
- When necessary, provide water and food to students and staff.
- Coordinate with Evacuation Leader to facilitate the set-up of portable toilet facilities and hand-washing stations
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured, calm, and orderly
- Update records of the number of students and staff in the Evacuation area (or in the buildings) upon request
- Direct all requests for information to the Public Information Officer

Reunification Leader

Reports to: **Operations Chief**

Staffing

Characteristics: School staff

Responsibility: Serve as the coordinator between the request and release gates, medical area, and evacuation area. Facilitate the release of students and notification to guardians of any medical treatment provided. Ensure the proper documentation of any notification of treatment given when students are released.

Special Equipment:

- Clipboard, Writing Utensils, Paper
- Forms (from Command Post and Medical Area):
 - School Wide Student/Staff Missing or Deceased Persons Log (Site Form #05)
 - First Aid/Medical Treatment Log (Site Form #07) *completed by medical teams or work with teams to ensure accountability for all students requested*

Start-Up Activities:

- Ensure proper set up of Request Gate at the main student access gate or other designated secure space away from the release gate
- Ensure student roster is available to request gate
- Ensure an adequate distance between the Request Gate and the Release Gate
- Ensure all information regarding student status is accurate and complete prior to taking forms from the command post

During Event:

- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- Receive request for student from the Request Gate via the designated "runner(s)"
- Determine status and location of student
 - If the student is deemed to be in class or in the evacuation area, send runner with request to corresponding location and escort the student to the release gate
 - If the student is in the medical area OR has received medical treatment, send an adult to escort the student to the release gate and notify guardians of injuries and treatment received. The adult shall then make a note of proper notification and initial the Student Release Record (Site Form #5 at the release gate)
 - If the student is deemed to be absent, missing or deceased, take the request to the command post. A designated person from the command post shall be responsible for notifying the guardian and properly

documenting the notification on the Student Release Record (Site Form #5 at the release gate)

- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms back to Reunification Leader for follow-up with command post.**
- Send all requests to see staff members to the command post

Request Gate

Reports to: Reunification Leader

Staffing

Characteristics: School staff familiar with parents (if possible)

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Table (if possible)
- Stapler, writing utensils, paper, clipboards (5-10)
- Student Emergency Cards
- Signs: Student Pick Up Request Gate
- Student Rosters (with room number and emergency contact information)
- Forms:
 - Student Release forms (i.e. Permit To Leave Grounds During School Hours or Absence Excuse Slip aka ‘Blue Slips’) if available or similar forms or index cards to include:
 - Student Name and Room Number
 - Parent Name
 - Parent Signature
 - Time
 - Name and Signature of Request Gate Staff (After identification of requestor has been verified)
 - Volunteer Sign in and Waiver Form (Site Form #10)

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with “Student Pick Up Request Gate” sign

- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Have Student Release forms (described above) available for parents or guardians outside of fence at Request Gate Assign volunteers to assist
- Ensure an adequate distance between the Request Gate and the Release Gate

During Event:

- Refer all requests for information to the Public Information Officer. Do not spread rumors!
- If volunteers arrive to help, have them fill out the Volunteer Sign in form and sign the liability waiver. Verify their identification and record their driver's license or ID number. Sign the form and provide the volunteer a name tag
 - Have one of the runners or a volunteer escort the volunteer(s) to the command post and connect them with the Logistics Leader for assignment

Reunification Procedures:

- Requesting parent or guardian fills out student release forms and shows identification to request gate staff
- Staff verifies identification, uses Emergency Card or student roster to verify the requester is listed as an emergency contact
- Staff instructs the requester to proceed to the Release Gate with a copy of the student release form (if possible) and wait for their student to check out with release gate personnel

Request Gate

Reports to: Reunification Leader

Staffing

Characteristics: School staff familiar with parents (if possible)

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Table (if possible)
- Stapler, writing utensils, paper, clipboards (5-10)
- Student Emergency Cards
- Signs: Student Pick Up Request Gate
- Student Rosters (with room number and emergency contact information)
- Forms:
 - Student Release forms (i.e. Permit To Leave Grounds During School Hours or Absence Excuse Slip aka 'Blue Slips') if available or similar forms or index cards to include:
 - Student Name and Room Number
 - Parent Name
 - Parent Signature
 - Time
 - Name and Signature of Request Gate Staff (After identification of requestor has been verified)
 - Volunteer Sign in and Waiver Form (Site Form #10)

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with "Student Pick Up Request Gate" sign
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Have Student Release forms (described above) available for parents or guardians outside of fence at Request Gate Assign volunteers to assist
- Ensure an adequate distance between the Request Gate and the Release Gate

During Event:

- Refer all requests for information to the Public Information Officer. Do not spread rumors!
- If volunteers arrive to help, have them fill out the Volunteer Sign in form and sign the liability waiver. Verify their identification and record their driver's license or ID number. Sign the form and provide the volunteer a name tag
 - Have one of the runners or a volunteer escort the volunteer(s) to the command post and connect them with the Logistics Leader for assignment

Reunification Procedures:

- Requesting parent or guardian fills out student release forms and shows identification to request gate staff
- Staff verifies identification, uses Emergency Card or student roster to verify the requester is listed as an emergency contact
- Staff instructs the requester to proceed to the Release Gate with a copy of the student release form (if possible) and wait for their student to check out with release gate personnel

Release Gate

Reports to: **Reunification Leader**

Staffing

Characteristics: Attendance clerk or school staff familiar with parents and students

Responsibility: Ensure proper student release to authorized guardians and verify notification to parents of any injuries or treatment received by the student. Record release information for every student.

Special Equipment:

- Table (if possible)
- Stapler, writing utensils, paper, clipboards (5-10)
- Student Emergency Cards
- Signs: Student Pick Up Release Gate
- Student Rosters (with room number and emergency contact information)
- Forms:
 - Student Release Record (Site Form #14)
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign staff and volunteers to assist, as needed.

During Event:

- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- Refer parents or guardians to Request Gate if they have not already properly requested their child
- Document student's and requestor's names on the Student Release Record and check a proper form of identification for the requestor
- When the student is brought to the release gate, ask the child if they received any medical treatment.
- If there is an adult with the student, the student most likely received some form of treatment from medical personnel. The requestor **MUST** be notified of any treatment rendered and the notification recorded on the Release Record prior to initialing the form signifying release of the student
- If a student fails to report to the release gate, contact the request gate via radio, runner or send the parent back over to ensure the student was summoned. Any student who is absent, missing or deceased will be reported to the parent by a member of the command post.

❖ ALL STUDENTS MUST BE ACCOUNTED FOR UPON LEAVING CAMPUS. WE MUST BE ABLE TO ENSURE ALL STUDENTS ARE SAFELY RELEASED TO PERSONS AUTHORIZED TO CARE FOR THEM AND REPORT THAT INFORMATION TO ANY OTHER AUTHORIZED GUARDIANS UPON REQUEST.

Planning & Intelligence Chief

Reports to: **Site Incident Commander**

Staffing

Characteristics: Vice Principal, counselor or someone familiar with site and its occupants, detail oriented, good communication skills

Responsibility: Oversee operations related to documentation of incident information, situation analysis and ensuring all information is properly documented, analyzed, current and thoroughly communicated

Equipment:

- School Radio
- Paper, writing utensils, clipboard, stapler, etc
- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Incident Action Log (Site Form #2)

During:

- Assume the duties of all Planning Section positions until staff is available and assigned**
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists
- Assist the Site Incident Commander in writing Incident Action Plan (Site Form #2)
- Assist the Site Incident Commander in writing Site Incident Command Team Assignment Form (Site Form #1)

Documentation

Reports to: **Planning Chief**

Staffing

Characteristics: Good listening skills, attention to detail, good documentation skills

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- Paper, writing utensils, clipboard, stapler, etc
- School Radio

- File box(es)

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for essential information
- Collect and log all written reports
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents**
- File all reports and completed forms for reference
- File forms for reference
- Work with Finance and Administration Chief to track regular and overtime of all staff
- Maintain a list of all persons who perished as a result of the emergency
- Maintain a list of all persons who were never located after all searches and accounting have concluded

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Situation Analysis

Reports to: **Planning Chief**

Staffing

Characteristics: Good communication skills, good documentation skills, analytical decision making, legible writing

Responsibility: Analyzes the range of events impacting the campus to provide the Site Incident Commander and the rest of the Site Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- Paper, writing utensils, clipboard, stapler, etc
- Large site map of campus, laminated, covered with plexiglass or other material capable of being written on
- File box(es)
- School Radio
- Map of local area
- Site aerial map
- Site Hazards Assessment Key

During:

Situation Status Map:

- Receive, record, and analyze Student and Staff Accounting Forms
- Compute number of students, staff, and others on campus for Command Post and update periodically
- Report missing persons and site damage to Command Post Personnel
- Report first aid needs to Medical Team Leader
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- Update Incident Commander of current situation assessments based on analysis of information received
- Obtain needed information via requests to appropriate personnel
- Develop situation reports for the Site Incident Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur
- Report only to Site Incident Command Post personnel. Refer all other requests to Public Information Officer**

After:

- Document overall concerns or issues to be improved upon or changed for future incidents
- Document concerns or issues raised during incident debriefing

Logistics Chief

Reports to: **Site Incident Commander**

Staffing

Characteristics: Administrative skills, coordination and communication skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident

Special Equipment:

- Paper, writing utensils, clipboard, stapler, etc
- Cargo container or other storage facility with all emergency supplies stored on site
- Emergency Response Box
- Emergency Disaster Kit
- Inventory list of all emergency equipment & supplies.
- Staff Roster
- School Radio
- Forms:
 - Site Status Report (Site Form #13)
 - Volunteer Assignment List (Site Form #11)
 - Completed Staff Accountability/Status Report (Site Form #04)

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned**
- Ensure that the Site Incident Command Post and other facilities are setup as quickly as possible

During Event:

- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Ensure security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies.

Supplies, Facilities, & Staffing

Reports to: **Logistics Chief**

Staffing

Characteristics: **Good coordination skills, resourceful with good observation skills**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site
- Inventory list of all emergency equipment & supplies.
- Paper, writing utensils, clipboard
- School Radio

Start-Up Activities:

- Open supplies container or other storage facility if necessary
- Begin distribution of supplies and equipment to appropriate teams or team leaders
- Keep record of equipment distributed to which teams or leaders
- Set up the Site Incident Command Post (including Emergency Response Box and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required

During Event:

- Coordinate security of cargo container, supplies and equipment
- Distribute supplies and equipment as needed
- Assist team members in locating appropriate supplies and equipment
- Facilitate distribution and acquisition of supplies for Evacuation Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs

After:

- Secure all equipment and supplies
- Record all supplies returned (check off of initial list as items are returned to cargo container)
- Develop list of supplies needed for replacement
- Develop list of supplies needed that were not already on hand

Finance & Administration Chief

Reports to: **Site Incident Commander**

Staffing

Characteristics: Familiar with common financial record keeping standards – (e.g School Receptionist, financial office personnel)

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- Paper, writing utensils, clipboard, stapler, etc

During:

- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Support Logistics in making any purchases which have been approved by the Site Incident Commander Maintain accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff
- Ensure that accurate records are kept of all staff members, indicating hours worked
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine process for tracking purchases
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students*

After:

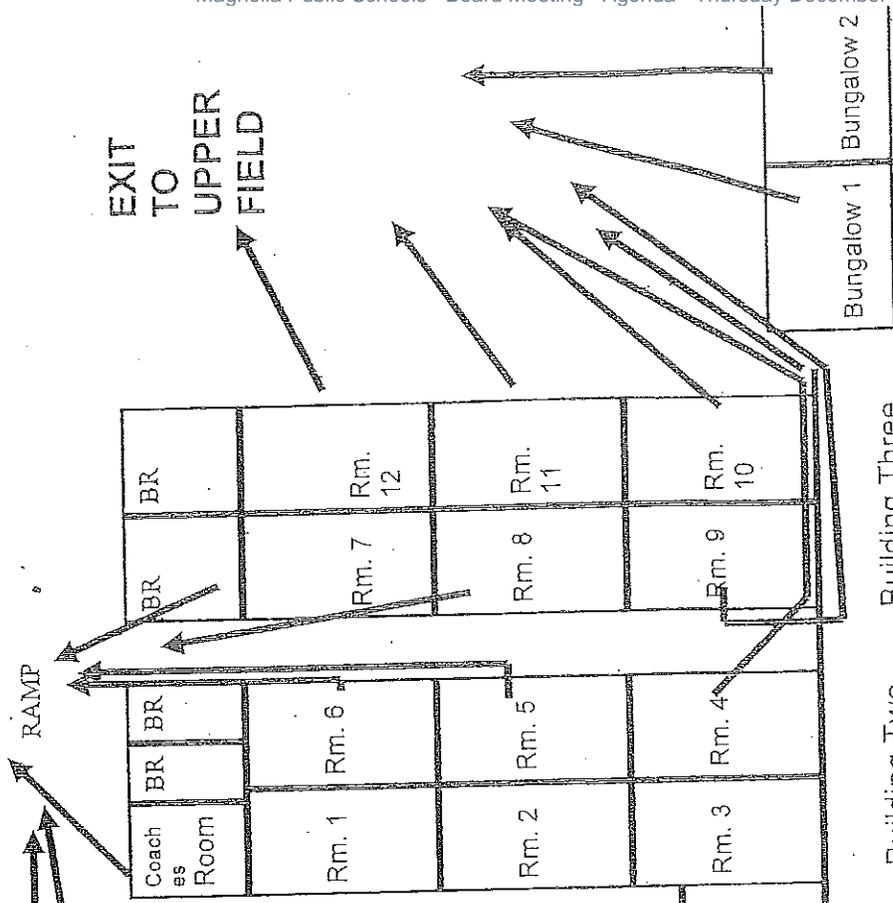
- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Note: All the Safety Planning Job Descriptions are copied from **sandi.net**

Appendix I

EXIT TO UPPER FIELD

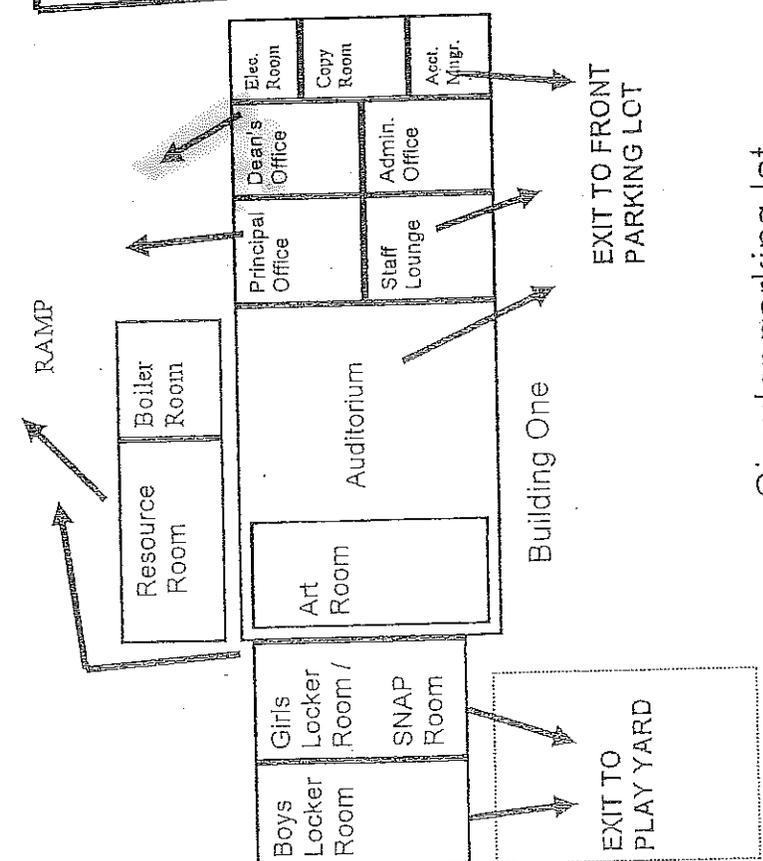
EXIT TO UPPER FIELD



Building Two

Building Three

Portables



Building One

Circular parking lot

LAKE ATLIN AVE.

Magnolia Science Academy

EXIT PLAN

Cover Sheet

Approval of 2016-17 Compliance Monitoring and Certification of Board Compliance Review for MSA 1-8

Section: II. Consent Items
Item: J. Approval of 2016-17 Compliance Monitoring and Certification of Board Compliance Review for MSA 1-8
Purpose: Vote
Submitted by:
Related Material: II J 2016-17 Compliance Monitoring Forms MSA 1-8.pdf



Board Agenda Item #	Agenda II J
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Compliance Monitoring and Certification of Board Compliance Review for MSA 1-8

Proposed Board Recommendation

I move that the board approve the 2016-17 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy (MSA) 1-8.

Background

This is an annual item that the Board needs to approve for LAUSD authorized MPS schools. LAUSD requires that each charter school get this certification approved by their board and submit it no later than March 17, 2017 along with approved board agenda and minutes. This document certifies that the charter school meets all compliance requirements indicated on the document. The school principals and the Home Office ensure the compliance items are met. The Board Chair needs to sign each certification upon Board review and approval.

Budget Implications

There are no budget implications.

How Does This Action Relate/Affect/Benefit All MSAs?

It is part of the Board's fiduciary governance responsibility to ensure that MPS charter schools comply with all applicable laws and other requirements as indicated on the attached forms.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Compliance Monitoring and Certification of Board Compliance Review 2016-17 (one for each MSA-1-8)



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

A handwritten signature in black ink, appearing to read "Jose Cole-Gutierrez".

José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name:

Magnolia Science Academy 2

LAUSD Loc. Code:

8454

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(l); <u>NCLB HQ Resources (CDE)</u> .	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

The undersigned hereby certifies that, on 12-08-2016, the Governing Board of Magnolia Science Academy reviewed the school's compliance related policies, systems, and procedures.**

Date(s)

Name of Charter School

Ms. Noel Russell-Unterburger <small>Printed Name of Governing Board Chair</small>	_____ <small>Signature of Governing Board Chair</small>	_____ <small>Date Signed</small>
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****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
*Chief Academic Officer
Division of Instruction*

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

A handwritten signature in black ink, appearing to read "Jose Cole-Gutierrez".

José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name: Magnolia Science Academy-2
LAUSD Loc. Code: 8461

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(l); <u>NCLB HQ Resources (CDE)</u> .	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

The undersigned hereby certifies that, on 12-08-2016, the Governing Board of Magnolia Science Academy - 2 reviewed the school's compliance related policies, systems, and procedures.**

Date(s)
Name of Charter School

<u>Ms. Noel Russell-Unterburger</u>		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
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MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

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- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name: Magnolia Science Academy-3

LAUSD Loc. Code: 8464

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.</p>	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(l); <u>NCLB HQ Resources (CDE)</u>.</p>	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p style="text-align: center;">See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW		
The undersigned hereby certifies that, on <u>12-08-2016</u> , the Governing Board of		
Date(s)		
Magnolia Science Academy-3		reviewed the school's
Name of Charter School		
compliance related policies, systems, and procedures.**		
Ms. Noel Russel-Unterburger		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING
2016-2017**

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,


José Cole-Gutiérrez, Director
Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2016-2017*

School Name: Magnolia Science Academy 4

LAUSD Loc. Code: 8011

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(1); <u>NCLB HQ Resources (CDE)</u> .	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW		
The undersigned hereby certifies that, on <u>12-08-2016</u> , the Governing Board of		
Magnolia Science Academy 4		Date(s)
Name of Charter School		
reviewed the school's		
compliance related policies, systems, and procedures.**		
<u>Ms. Noel Russell-Unterbarger</u>		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
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MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name: Magnolia Science Academy - 5

LAUSD Loc. Code: 8012

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.</p>	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(1); <u>NCLB HQ Resources (CDE)</u>.</p>	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

The undersigned hereby certifies that, on 12-08-2016, the Governing Board of
Date(s)
Magnolia Science Academy-5 reviewed the school's
Name of Charter School

compliance related policies, systems, and procedures.**

<u>Ms. Noel Russell-Unterburger</u>		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

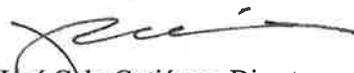
- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name: Magnolia Science Academy - 6

LAUSD Loc. Code: 8013

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(1); <u>NCLB HQ Resources (CDE)</u> .	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p style="text-align: center;">See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW		
<p>The undersigned hereby certifies that, on <u>12-08-2016</u>, the Governing Board of</p> <p style="text-align: center; font-size: small;">Date(s)</p> <p><u>Magnolia Science Academy - W</u> reviewed the school's</p> <p style="text-align: center; font-size: small;">Name of Charter School</p> <p>compliance related policies, systems, and procedures.**</p>		
<p><u>Ms. Noel Russell-Unterburger</u></p> <p style="font-size: small;">Printed Name of Governing Board Chair</p>	<p>_____</p> <p style="font-size: small;">Signature of Governing Board Chair</p>	<p>_____</p> <p style="font-size: small;">Date Signed</p>

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name: Magnolia Science Academy 7

LAUSD Loc. Code: 8014

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(l); NCLB HQ Resources (CDE).	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p style="text-align: center;">See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

The undersigned hereby certifies that, on 12-08-2014, the Governing Board of

Date(s)

Magnolia Science Academy-7 reviewed the school's

Name of Charter School

compliance related policies, systems, and procedures.**

<u>Ms. Noel Russell-Unterburger</u>		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING
Superintendent of Schools

Dr. FRANCES GIPSON
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

A handwritten signature in black ink, appearing to read "Jose Cole-Gutiérrez".

José Cole-Gutiérrez, Director
Charter Schools Division

**COMPLIANCE MONITORING AND
CERTIFICATION OF BOARD COMPLIANCE REVIEW
2016-2017***

School Name: Magnolia Science Academy Bell

LAUSD Loc. Code: 5166

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(l); <u>NCLB HQ Resources (CDE)</u> .	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2016-2017 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD English Learner Master Plan or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 <p style="margin-left: 20px;">See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<p>14. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>16. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school ensures compliance with the LAUSD’s Charter Public School Transparency Resolution of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF BOARD COMPLIANCE REVIEW		
The undersigned hereby certifies that, on <u>12-08-2016</u> , the Governing Board of		
<small>Date(s)</small>		
<u>Magnolia Science Academy - Bell (8)</u> reviewed the school's		
<small>Name of Charter School</small>		
compliance related policies, systems, and procedures.**		
<u>Ms. Noel Russell-Unterburger</u> <small>Printed Name of Governing Board Chair</small>		
<small>Signature of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>

****Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.**

Cover Sheet

Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana

Section: II. Consent Items
Item: K. Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana
Purpose: Vote
Submitted by:
Related Material: II K College Readiness MSA 1-4,SA.pdf



Board Agenda Item #	Agenda II K
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of College Readiness Block Grant Expenditure Plan for MSA 1-4 and Santa Ana

Proposed Board Recommendation

I move that the board approve the College Readiness Block Grant Expenditure Plans for MSA 1, 2, 3, 4 and Santa Ana.

Background

The College Readiness Block Grant is established for the purposes of providing California's high school pupils, particularly unduplicated pupils as defined in Education Code (EC) sections 42238.01 and 42238.02, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years.

MSA-1, 2, 3, 4, and Santa Ana are eligible for this grant, each entitled a one-time funds of \$75,000.00. As a condition, each school has to develop a plan describing how funds will increase or improve services for unduplicated pupils to ensure college readiness and include information on how it aligns with the LEA's local control and accountability plan. The plans are attached.

Budget Implications

\$75,000.00 entitlement per school

How Does This Action Relate/Affect/Benefit All MSAs?

This action supports student access and successful matriculation to institutions of higher education by increasing and improving services for unduplicated students to ensure college readiness.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- MSA-1 College Readiness Block Grant Expenditure Plan
- MSA-2 College Readiness Block Grant Expenditure Plan
- MSA-3 College Readiness Block Grant Expenditure Plan
- MSA-4 College Readiness Block Grant Expenditure Plan
- MSA-Santa Ana College Readiness Block Grant Expenditure Plan

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 3% from 2016 to 2017. ▪ For all student subgroups, the percentage of students performing proficient on the

The College Readiness Block Grant (CRGB) Expenditure Plan

	<p>Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring.</p> <ul style="list-style-type: none"> ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 80% of students in grades 9-11 will participate in the PSAT test. ▪ At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. ▪ At least 50% of students in grade 11 will demonstrate college readiness pursuant to the new LCFE evaluation rubrics. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency. ▪ Charter School will maintain a four-year cohort graduation rate of at least 90%.
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRBG funds as follows:</p> <ul style="list-style-type: none"> ▪ Trainings & PD: \$25,000.00 ▪ Contract and/or Consultant: \$20,000.00 ▪ Coach: \$14,500.00 ▪ Exam Fees & Materials: \$10,500.00 ▪ College Readiness Contract: \$5,000.00 TOTAL: \$75,000.00
MPS Board Approval Date:	December 8, 2016

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy-2
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017.

The College Readiness Block Grant (CRGB) Expenditure Plan

	<ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 80% of students in grades 9-11 will participate in the PSAT test. ▪ At least 30% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency. ▪ Charter School will maintain a four-year cohort graduation rate of at least 75%.
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRBG funds as follows:</p> <ul style="list-style-type: none"> ▪ Trainings & PD: \$15,000.00 ▪ Contract and/or Consultant: \$25,000.00 ▪ Coach: \$14,500.00 ▪ Exam Fees & Materials: \$15,500.00 ▪ College Readiness Contract: \$5,000.00 TOTAL: \$75,000.00
MPS Board Approval Date:	December 8, 2016

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy-3
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017.

The College Readiness Block Grant (CRGB) Expenditure Plan

	<ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 80% of students in grades 9-11 will participate in the PSAT test. ▪ At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. ▪ At least 50% of students in grade 11 will demonstrate college readiness pursuant to the new LCFE evaluation rubrics. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency. ▪ Charter School will maintain a four-year cohort graduation rate of at least 75%.
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRGB funds as follows:</p> <ul style="list-style-type: none"> ▪ Trainings & PD: \$25,000.00 ▪ Contract and/or Consultant: \$20,000.00 ▪ Coach: \$14,500.00 ▪ Exam Fees & Materials: \$10,500.00 ▪ College Readiness Contract: \$5,000.00 TOTAL: \$75,000.00
MPS Board Approval Date:	December 8, 2016

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy-4
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 and 2017-18 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017.

The College Readiness Block Grant (CRGB) Expenditure Plan

	<ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 80% of students in grades 9-11 will participate in the PSAT test. ▪ At least 40% of students who participate in the PSAT test will meet college readiness benchmarks for their grade level. ▪ At least 50% of students in grade 11 will demonstrate college readiness pursuant to the new LCFE evaluation rubrics. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency.
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRBG funds as follows:</p> <ul style="list-style-type: none"> ▪ Trainings & PD: \$20,000.00 ▪ Contract and/or Consultant: \$22,500.00 ▪ Coach: \$14,500.00 ▪ Exams, Materials and Fees: \$13,000.00 ▪ College Readiness Contract: \$5,000.00 TOTAL: \$75,000.00
MPS Board Approval Date:	December 8, 2016

The College Readiness Block Grant (CRGB) Expenditure Plan

LEA:	Magnolia Science Academy-Santa Ana
Entitlement:	\$75,000.00
FY:	These funds are available for expenditure or encumbrance through the 2018–19 fiscal year. The LEA intends to expend the funds within the 2016-17 FY.
Activities:	<p>In order to support student access and successful matriculation to institutions of higher education and to increase and improve services for unduplicated students to ensure college readiness, the LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ol style="list-style-type: none"> (1) Providing teachers, administrators, and counselors with professional development opportunities to improve student A–G course completion rates, student college-going rates, and college readiness of students (2) Providing professional development opportunities to develop honors and Advanced Placement courses (3) Providing professional development and coaching to support teachers of honors and Advanced Placement courses (4) Increasing counseling services to students and their families regarding college admission requirements and financial aid programs (5) Developing Advisory period curriculum and materials to support college readiness, including curriculum and materials that support high performance on assessments required for admittance to a postsecondary educational institution, such as ACT/SAT. (6) Developing four-year comprehensive advising plans to support student completion of A–G course requirements (7) Building and strengthening partnerships with the UC, the CSU, and other postsecondary educational institutions to establish early academic outreach and college preparatory programs (8) Providing subsidies to unduplicated students, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams (9) Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students through online education and dual enrollment (10) Providing computer/technology classes and blended learning experience to support college readiness of students
Expected Annual Measurable Outcomes:	<p>The LEA will measure the impact of the CRBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017.

The College Readiness Block Grant (CRGB) Expenditure Plan

	<ul style="list-style-type: none"> ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. ▪ At least 90% of students in grades 9-11 will participate in the PSAT test. ▪ At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. ▪ At least 50% of students in grade 11 will demonstrate college readiness pursuant to the new LCFE evaluation rubrics. ▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “meet or exceed standard” on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School’s Computer/Technology classes will demonstrate proficiency. ▪ Charter School will maintain a four-year cohort graduation rate of at least 90%
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the CRBG funds as follows:</p> <ul style="list-style-type: none"> ▪ (Towards) College Counselor Salary & Benefits: \$75,000.00 <p>TOTAL: \$75,000.00</p>
MPS Board Approval Date:	December 8, 2016

Cover Sheet

Approval of Single Plan for Student Achievement (SPSA) for MSA 1,2,4-8

Section: II. Consent Items
Item: L. Approval of Single Plan for Student Achievement (SPSA) for
MSA 1,2,4-8
Purpose: Vote
Submitted by:
Related Material: II L SPSA MSA 1,2,4-8.pdf



Board Agenda Item #	Agenda II L
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Single Plan for Student Achievement (SPSA) for MSA-1, 2, 4, 5, 6, 7, and 8

Proposed Board Recommendation

I move that the board approve the Single Plan for Student Achievement (SPSA) for MSA-1, 2, 4, 5, 6, 7, and 8.

Background

This is an annual item that the Board needs to approve for each MPS school. SPSA is a plan that outlines how the school will be using federal funds, such as Title-I, Title-II, and Title-III. These are supplemental funds that need to be used within certain guidelines. MPS uses these funds to support instruction, including but not limited to, intervention programs during the day, after-school tutoring, English Learner extended support, professional development, supplemental education services (SES) for struggling students, etc.

The plan needs to be approved by each school's School Site Council (SSC) and ratified by our board annually. SPSAs for the remaining MPS schools will be brought before the Board as they are approved by each school's SSC. (Anticipated at the next board meeting)

Budget Implications

Budgeted. (This plan outlines how federal funds are to be expensed by each school.)

How Does This Action Relate/Affect/Benefit All MSAs?

It is mandatory to have this plan to ensure continuity of federal funds. SSCs oversee these plans. The funds supplement the core instruction at MPS.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

Single Plan for Student Achievement (SPSA) (one for each MSA-1, 2, 4, 5, 6, 7, 8)

Single Plan for Student Achievement



Magnolia Science Academy 1, Reseda

A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-1

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-6119945

Principal: Mustafa Sahin

Date of this revision: 10/25/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mustafa Sahin

Position: Principal

Telephone Number: (818) 609-0507

Address: 18238 Sherman Way, Reseda, CA 91335

E-mail Address: msahin@magnoliapublicschools.org

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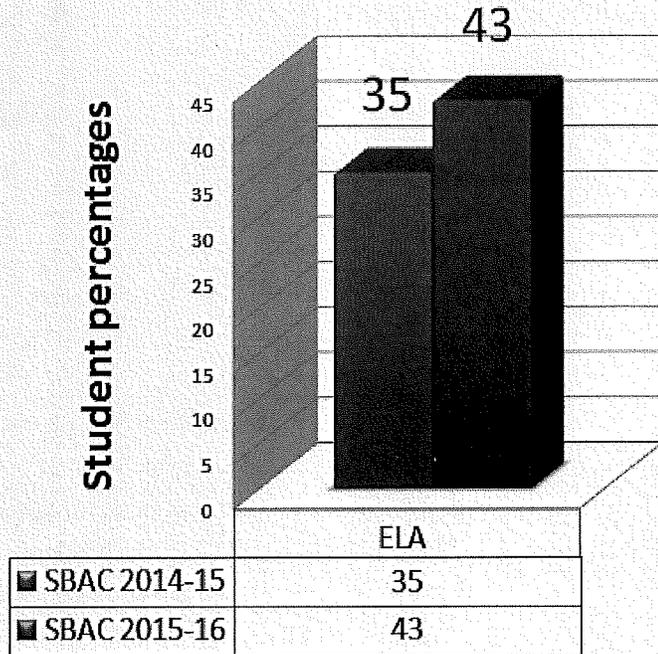
Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our CAASPP assessment system will increase by 3% from Fall 2016 to Spring 2017. 																						
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC ELA/Literacy data from 2016 	<p>What were the findings from the analysis of this data?</p> <p>The Smarter Balanced exam assess students in two areas- mathematics and reading. This computer adaptive exam is aligned with the Common Core standards so that schools are better able to gauge how students are meeting proficiency in these subjects.</p> <div style="text-align: center;"> <p>2015 Vs 2016 SBAC ELA Results (Subgroups)</p> <table border="1"> <thead> <tr> <th></th> <th>Hispanic</th> <th>White</th> <th>Asian</th> <th>ELs</th> <th>F/R Lunch</th> <th>SPED</th> </tr> </thead> <tbody> <tr> <td>SBAC 2014-15</td> <td>33</td> <td>50</td> <td>54</td> <td>0</td> <td>35</td> <td>9</td> </tr> <tr> <td>SBAC 2015-16</td> <td>38</td> <td>68</td> <td>84</td> <td>0</td> <td>41</td> <td>10</td> </tr> </tbody> </table> </div>		Hispanic	White	Asian	ELs	F/R Lunch	SPED	SBAC 2014-15	33	50	54	0	35	9	SBAC 2015-16	38	68	84	0	41	10
	Hispanic	White	Asian	ELs	F/R Lunch	SPED																
SBAC 2014-15	33	50	54	0	35	9																
SBAC 2015-16	38	68	84	0	41	10																

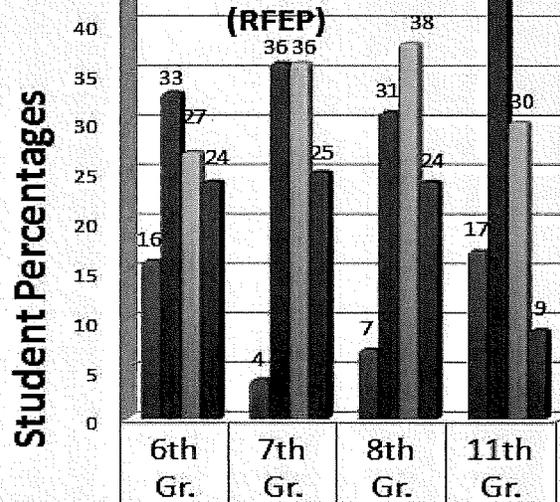
2015 Vs 2016 SBAC ELA Results (Overall)



As seen in the graphs above, when we compare the SBAC results of 2015 and 2016, we can see that the percentages of students who met or exceeded standards increased in our student population as a whole as well as in the listed subgroups. MSA1 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and that the academic achievement gaps are reduced/closed. POWER classes, after school tutoring, Saturday school, home tutoring, zero period, and academic follow up system are a few of the intervention programs available to our struggling students.

Additionally, our Title 1 coordinator works closely with the low achieving students and their parents/guardians to make sure that their needs are being met. All faculty members of MSA1 believe in the importance of family involvement on state tests. Therefore, when teachers conduct home visits, they also mention/discuss about the state tests and their importance. Additionally, MSA1 implements a highly effective incentive program to motivate its students.

2016 SBAC ELA Results by Subgroup (RFEP)



	6th Gr.	7th Gr.	8th Gr.	11th Gr.
■ % S. Exceed	16	4	7	17
■ % S. Met	33	36	31	45
■ % S. Nearly Met	27	36	38	30
■ % S. Not Met	24	25	24	9

The English Learner students who demonstrate proficiency in English pass the CELDT, and meet other criteria outlined in our EL Master Plan and in state law. Subsequently, once they meet these requirements, they are no longer classified as English Learners. Therefore, the students who are identified as English Learners when the SBAC is administered are students who have not yet demonstrated proficiency in English (ELD levels 1-3), and as a result may tend to score lower than other subgroups, especially in English Language Arts. **However, our data of RFEP subgroups prove that after students are reclassified, they go on to meet or exceed SBAC standards.**

How will the school evaluate the progress of this goal?
 Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?
 See Form F: Budget Planning Tool

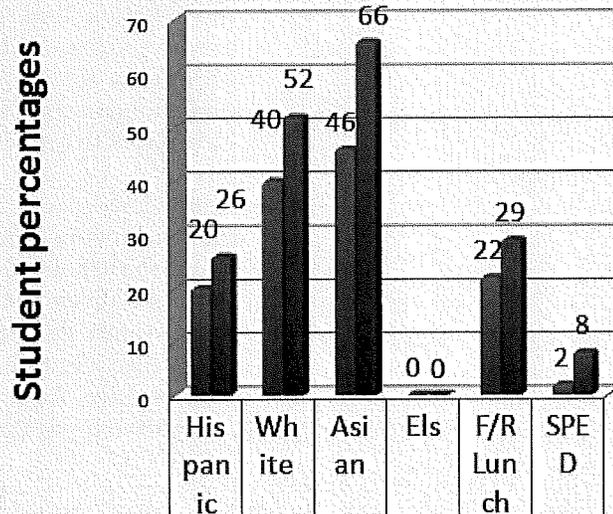
STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.

	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	
<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 12, 2016)</p> <p>Task 1: Charter School will use the MAP test, SBAC assessment, and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 12, 2016)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2016-17 school year)</p>	<p>Dean of Academics, Title I coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title I coordinator, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, Title I coordinator, leadership team Principal</p> <p>Dean of Academics, Principal</p>	<p>\$5,000 Title I for MAP test</p> <p>\$40,00.00 Title I ELA</p> <p>\$2,500 Title II for PD in ELA support and interventions</p>
<p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</p>	<p>Dean of Academics, Title I coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, Title I coordinator, leadership team</p>	

<p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>		
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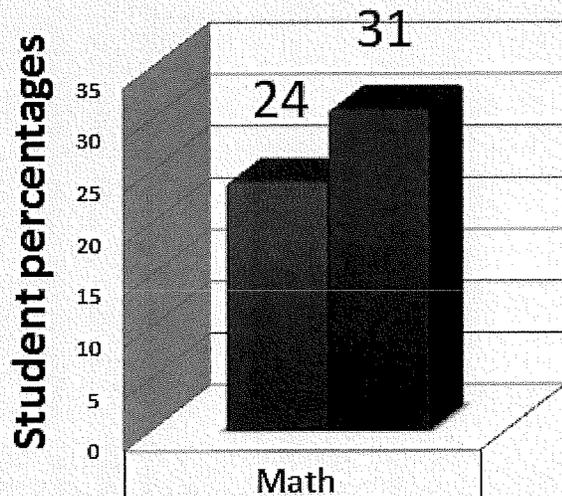
<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in math on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 3% from Fall 2016 to Spring 2017. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC math data from 2016 ▪ Spring 2016 MAP test data ▪ Fall 2017 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>The data establishes that students have shown incremental growth in Mathematics in all subgroups except English learners. Several students have been able to increase their proficiency levels, particularly in the area of mathematics.</p>

2015 Vs 2016 SBAC MATH Results (Subgroups)



	Hispan ic	Wh ite	Asi an	Els	F/R Lun ch	SPE D
■ SBAC 2014-15	20	40	46	0	22	2
■ SBAC 2015-16	26	52	66	0	29	8

2015 Vs 2016 SBAC MATH Results (Overall)

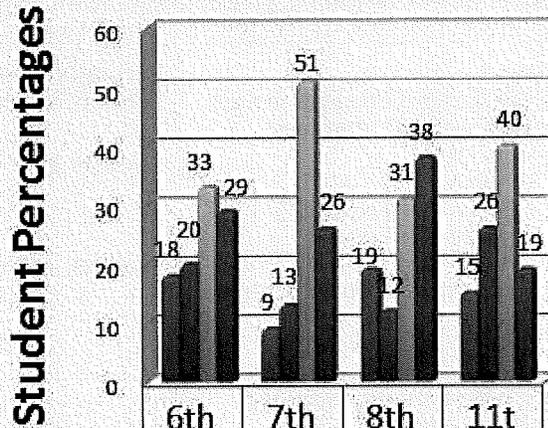


■ SBAC 2014-15	24
■ SBAC 2015-16	31

As seen in the graphs above, when we compare the SBAC

	<p>results of 2015 and 2016, we can see that the percentages of students who met or exceeded standards increased in our student population as a whole as well as in the listed subgroups. MSA1 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and their academic achievement gaps are reduced/closed. POWER classes, after school tutoring, Saturday school, home tutoring, zero period, and academic follow up system are a few of the intervention programs available to our struggling students.</p> <p>Additionally, our Title 1 coordinator works closely with the low achieving students and their parents/guardians to make sure that their needs are being met. All faculty members of MSA1 believe in the importance of family involvement on state tests. Therefore, when teachers conduct home visits, they also mention/discuss about the state tests and their importance. Additionally, MSA1 implements a highly effective incentive program to motivate its students.</p> <p style="text-align: center;">Special Education Students</p> <p>As seen in the graph, our percentage of students with special needs have increased from 2% to 8%. This significant increase is an outcome of our strong SPED department and endless efforts of our content teachers who meet their individualized needs.</p> <p style="text-align: center;">English Language Learners</p>
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2016 SBAC MATH Results by Subgroup(RFEP)



■ % S. Exceed	18	9	19	15
■ % S. Met	20	13	12	26
■ % S. Nearly Met	33	51	31	40
■ % S. Not Met	29	26	38	19

In reviewing the scores of our English Language Learners, we see that EL students need more guidance in order to meet or exceed the standards. However, the graphs above shows the proficiency rates of our EL students who have been reclassified. As seen in the graph, our reclassified students have done much better than the students identified as EL. That shows that the more time EL students spend at our school, they get reclassified and the better results they get in state tests.

Latino Students

Our students who have Hispanic/Latino background have shown great progress in state tests as the percentage of their at/above proficiency levels increased from 20% to 26%.

<p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 12, 2016)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in math.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>Teachers, Math Dept. Chair, Dean of Academics, Title 1 coordinator, leadership team</p>	
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

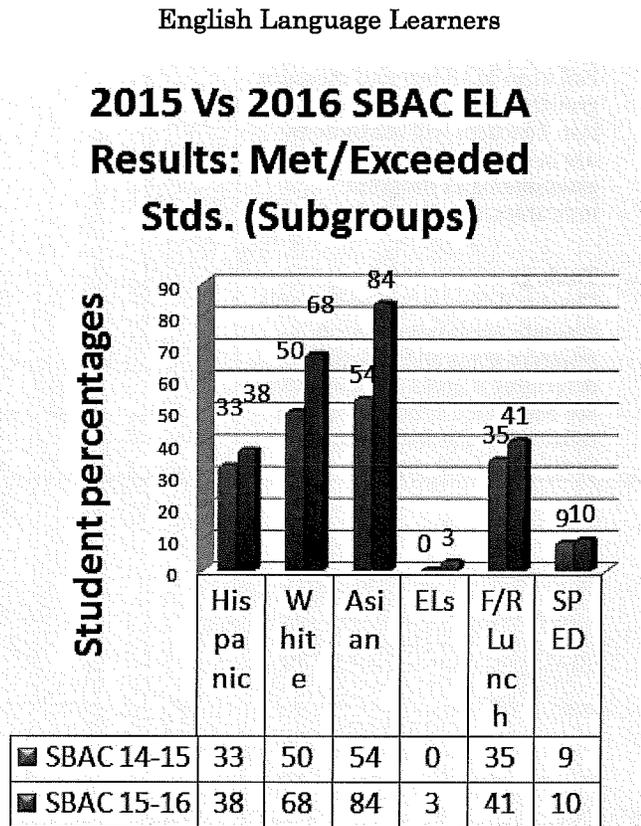
Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 3% from Fall 2016 to Spring 2017.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 3% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 3% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 3% from the prior year.

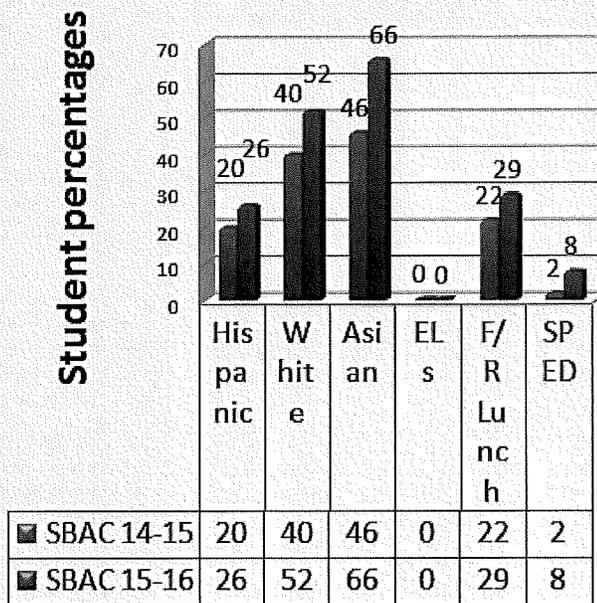
What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2015 and 2016
- Fall 2016 MAP test data
- CELDT results
- EL reclassification rates

What were the findings from the analysis of this data?



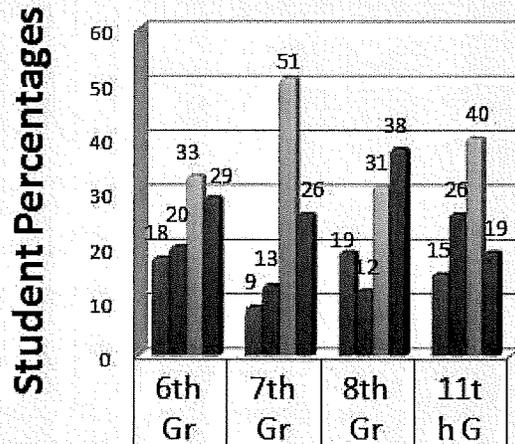
2015 Vs 2016 SBAC MATH Results: Met/Exceeded Stds. (Subgroups)



In reviewing the scores of our English Language Learners, we see that EL students need more guidance in order to meet or exceed the standards in the areas of both Math and ELA.

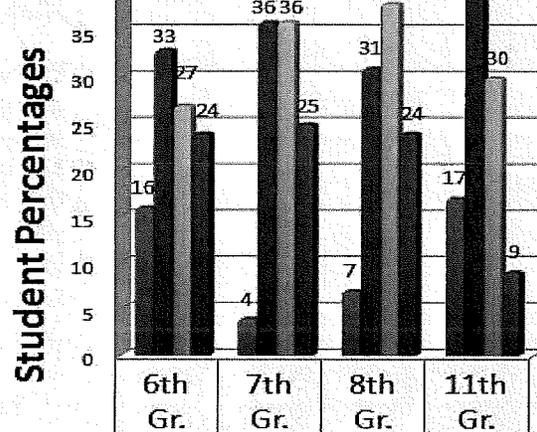
However, the graphs below show the proficiency rates of our EL students who have been reclassified. As seen in the graph, our reclassified students have done much better than the students identified as EL. That shows that the more time EL students spend at our school, they get reclassified and the better results they get in state tests.

2016 SBAC MATH Results by Subgroup(RFEP)



■ % S. Exceed	18	9	19	15
■ % S. Met	20	13	12	26
■ % S. Nearly Met	33	51	31	40
■ % S. Not Met	29	26	38	19

2016 SBAC ELA Results by Subgroup (RFEP)



■ % S. Exceed	16	4	7	17
■ % S. Met	33	36	31	45
■ % S. Nearly Met	27	36	38	30
■ % S. Not Met	24	25	24	9

<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1: Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 26, 2016)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 12, 2016)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 12, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 12, 2016)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3:</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office, Title I coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>ELA/ELD teachers, Title I coordinator, Dean of Academics,</p> <p>ELA/ELD teachers, Title I coordinator, Dean of Academics,</p> <p>Teachers, Title I coordinator, Dean of Academics, leadership team</p> <p>Teachers, Title I coordinator, Dean of Academics</p> <p>Teachers, Title I coordinator,</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$12,000.00 Title I for Tech software, Flex Literacy instructional materials:</p> <p>\$10,000.00 Title I for Tech software, My On instructional materials:</p> <p>\$200 for novels for EL classes</p> <p>\$285 for BrainPOP ESL</p> <p>\$1,200.00 Staff PD books</p> <p>ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p>

<p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via IAB tests have been described in Performance Goal 1.)</i> (2016-17 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p> <p>Task 4: The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 17, 2016)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 school year)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2016-17 school year)</p>	<p>Dean of Academics, leadership team</p> <p>Teachers, Title I coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium members, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator will closely work with our teachers and the leadership team.</p>
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2016 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have 10 immigrant students, 5 of them are in the beginning stages of English Language development. In order to support their English skills, our Title 1 coordinator works with them individually, both, in a pull-out and push in model. We have purchased Rosetta Stone to better support them and give them the assistance of a peer translator, materials in their home language, and an English/Spanish dictionary.</p> <p>Additionally, we provide parents support in increasing their knowledge of the English language by providing Saturday Classes. This year we also started Parent university, it is a 9 week program, our teachers are running it, with a curriculum to help parents so they can be support their kids at home. We also provide CoolSIS training so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</p> <p>We also have the support of our alumni who walk our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2016-17 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (by September 12, 2016)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office, Dean of Culture, Title I coordinator, leadership team</p> <p>Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$200.00 Title III-Immigrant for immigrant student counseling (Estimated 30 hours per year at \$55 per hour)</p>

<p>PERFORMANCE GOAL 3: All students will be taught by appropriately assigned and fully credentialed teachers as required by law and the charter.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Initial and annual verification of teacher credentials Compliance documentation for Charter School Oversight Visit Teacher PD needs assessments Teacher PD attendance, including participation in BTSA and EL Authorization programs Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.</p> <p>Additionally, MSA1 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC's to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level.</p> <p>While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD's to include support for technology in the classroom.</p>	
	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2016-17 school</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Principal, MPS Home Office</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>We use LCFF funds</p>

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at last 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 5%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 3%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School's students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

Our core values are to teach students to contribute to the global community as socially responsible citizens. To promote this culture, our Life Skills and SSR teachers regularly discuss social issue topics like Anti-Bullying, personal responsibility, and respect. To promote these teachings, our assemblies take on a focal issue such as bullying and self-esteem and we teach our students how to cope and respond to these issues.

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and award ceremonies.

The Dean of Students and reflection committee employs alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.

Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both

	<p>academically and behaviorally. We also collaborate with our girls' small groups called Gems, offering the transitioning 6th grade girls the opportunity to learn appropriate social skills for middle school.</p> <p>Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. Each teacher is asked to visit 5 households throughout the year. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year) Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year) Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$2,000.00 for implementing PBIS</p> <p>\$9,500.00 Title I for parent workshops Parent college and Saturday School.</p> <p>\$20,000 Title I for home-visit stipends</p>

<p>conferences. (2016-17 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p>Task 2: Parent college Charter School implemented Parent college workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (2016-17 school year)</p> <p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 school year)</p> <p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)</p>	<p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>Title I coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	
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PERFORMANCE GOAL 5: All students will graduate from high school.

LEA GOAL:

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
- At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.

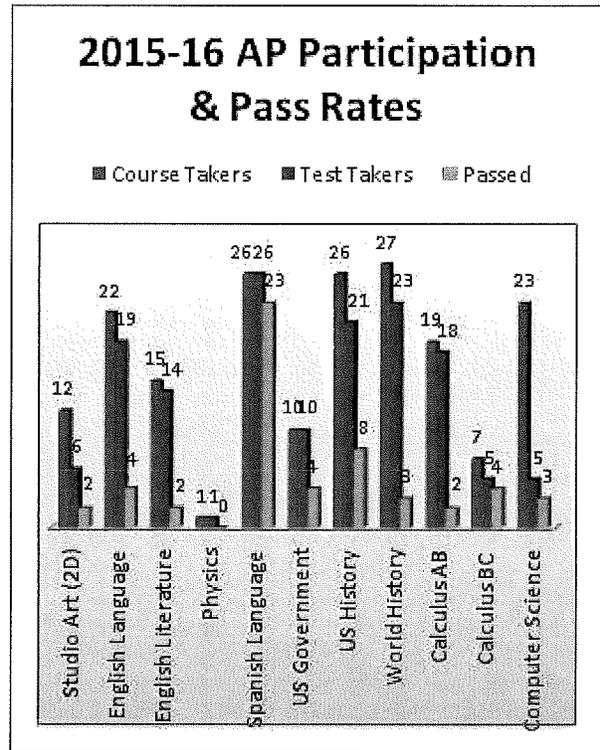
What data did you use to form this goal?

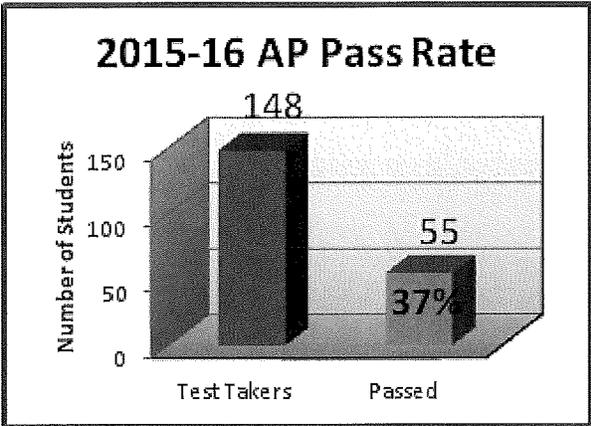
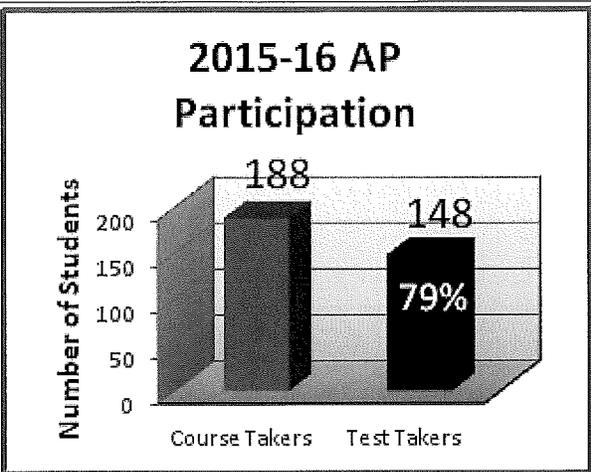
- Enrollment records
- Graduation records
- CDE records/CALPADS reports
- 4-year plans
- Class schedules and rosters
- College Board reports

What were the findings from the analysis of this data?

MSA1 currently has a 99% graduation rate. The AP pass rate shows that we can do additional work to support our students.

AP Pass Rate





Analysis

MSA 1 has always had a culture of college readiness. It starts with the incoming 6th graders. They are placed in the classes that are named as popular four-year universities such as UCLA, UCS, Stanford, Harvard, etc. Offering Advanced Placement (AP) courses to the students is an essential component of this college readiness culture.

In the academic year of 2015-16, MSA1 offered 11 AP courses. This is the highest number of APs offered in the history of the school. In addition, Physics and Computer Science were offered for the first time last year. 188 high school students took those 11 AP courses. Majority of them took more than 1 AP. In terms of participation, students are highly recommended to take the test. As seen in the graph, 79% of the course takers took those AP tests.

As the first graph shows, our students did a great job with the Spanish Language test. Only 3 students out of 26 were not able to pass the test. Additionally, majority of the students passed the test with the scores of 5 and 4. It is

	<p>also seen in the graph that our students had difficulties with passing English and Calculus AB tests. The primary reason behind that is the teachers of those courses taught an AP class for the first time in their careers. Even though they were trained appropriately by College Board, the percent of the students who passed the test was not expected to be that low.</p> <p>In order to increase AP pass rate for MSA1, the academic team arranged individual meetings with the AP teachers. The objective of the meeting was giving them opportunities to reflect on their delivery of instruction performance as well as preparing their students for the tests. The outcomes of the meetings were very fruitful as the following decisions were made by the participants:</p> <ul style="list-style-type: none"> · AP teachers will be assigned to PDs that address content specific issues, · Practice AP tests will be effectively utilized, · College Board’s detailed AP reports will be analyzed thoroughly in order to see the students’ areas of weaknesses, · The performance of AP students in the practice tests will be tracked by their content teachers and deans of academics, · Variety of options for supplemental instruction will be given to students such as after school tutoring, Saturday school, zero period, etc, · Test taking culture will be discussed in department and grade-level meetings for an effective establishment, · More incentives will be provided to encourage the students, · Parents/guardians will be asked to get more involved in this process. 	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>Action Step 1: Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. (2016-17 school year)</p>	<p>Person(s) Responsible College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>YPI is offering APEX for credit recovery</p> <p>School is offering FuelEd</p>

<p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2016-17 school year)</p> <p>Action Step 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2016-17 school year)</p>	<p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>for credit recovery</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source
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¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Completion Date			(itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2016 July 31, 2016</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 				
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between</p>	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>

Total amount of state categorical funds allocated to this school \$

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$208,407.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$2,539.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	306.00	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$		
Total amount of state and federal categorical funds allocated to this school		\$		

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form E: Recommendations and Assurances

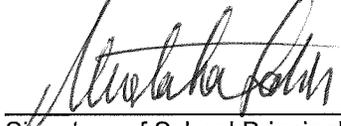
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

<input type="checkbox"/> State Compensatory Education Advisory Committee	Signature
<input checked="" type="checkbox"/> English Learner Advisory Committee	Signature
<input type="checkbox"/> Special Education Advisory Committee	Signature
<input type="checkbox"/> Gifted and Talented Education Advisory Committee	Signature
<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement	Signature
<input type="checkbox"/> Compensatory Education Advisory Committee	Signature
<input type="checkbox"/> Departmental Advisory Committee (secondary)	Signature
<input type="checkbox"/> Other committees established by the school or district (list)	Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/29/2015.

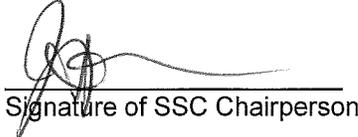
Attested:

Mustafa Sahin
 Typed name of School Principal


 Signature of School Principal

10/27/2016
 Date

Jillian Okamura
 Typed name of SSC Chairperson


 Signature of SSC Chairperson

10/27/16
 Date

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Admin	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mustafa Sahin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jillian Okamura	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kerry Teague	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meiling Seward	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ernesto Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sonny Taing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Zambrano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lindy Lara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miriam Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lourdes Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jia Javate	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Elizabeth Castillo	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Christopher Jimenez	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Numbers of members in each category	1	1	4	1	3	3

⁴ EC Section 52852

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$208,407.00	Title I, Part A	\$208,407.00	\$0.00
\$2,539.00	Title II	\$2,539.00	\$0.00
\$5,793	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$306	Title III, Immigrant	\$306	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$100,000.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$23,787.56
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$40,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2:	Prof. Services and Operating Expenditures	5800	\$22,000.00	
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$3,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$34,510	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,967.31	
Books and Supplies	4000-4999	\$10,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I intervention teacher for 100%	Certificated Personnel Salaries	1000-1999	\$60,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2: Alex	Prof. Services and Operating Expenditures	5800		
Action Step 3: Math intervention program	Books and Supplies	4000-4999		
Action Step 3: Math manipulatives	Books and Supplies	4000-4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$34,510.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,967.31	
Books and Supplies	4000-4999	\$10,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Title 1 English Teacher	Classified Personnel Salaries	2000-2999	\$60,294.96	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999	\$2,500.00	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	\$200.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999	\$285.00	
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999	\$100.00	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,085.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$5,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$200.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		\$106.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$306.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$5,000.00	\$2,539.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$7,539.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$100.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$400.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$6,400.00	
Communications	5900	\$100.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 ELA teacher for 10% 1 math teacher for 10%	Certificated Personnel Salaries	1000-1999	\$10,000.00	
Action Step 4: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

- We have many interventions set in place to assure **academic achievement**/growth for all students including students who are not progressing adequately in their classes. Some of the interventions include: mandatory tutoring, Saturday school, zero period and one-on-one support from Title I Coordinators. We have purchased the Flex Literacy curriculum to support students in their English intervention classes as well as the ALEKS program to support those who are struggling in math during both intervention classes and during Sat. school. Our Math and English Title 1 coordinators help to monitor and disaggregate student data.
- After reviewing our graduation data, we have very high **graduation rates**. We strive to maintain our high graduation rates by working with individual students, tracking their four year plans, and making sure that they have sufficient credits to be able to graduate on time. To ensure that our students are successful, we have a college advisor who mentors high school students to help with career planning, college applications, financial aid, and personal statements. To enhance our college bound culture, students go on college visits, attend

college and career fairs, and use the program Naviance, an online tool that helps track college requirements.

- The Safety and wellness of our students is very important to us. At the beginning of the school year, the SSC in collaboration with the Dean of Students reviews the Safety Plan and makes any necessary revisions. In addition to the physical well-being of the students, we also address the social-emotional aspect of their education. Students take a Life Skills course to help make them socially responsible citizens, which is taught by one of our qualified teachers. We also have an Edge Coach program implemented to allow students to set and accomplish goals, enabling them to be successful. All teachers have attended professional development trainings provided by the Edge Coach foundation, helping all staff to address the social-emotional needs of students as well as enhance critical thinking in the classroom. Our students are also supported through the successful Home Visit Program. Students and parents have the opportunity to interact and discuss student achievement and areas of growth in a one-on-one setting outside of the school.

Plan Implementation

- After reviewing the 2015-2016 SPSA, both the Title 1 support system and McGraw Hill online curriculum have been successfully implemented and are being utilized again for the 2016-2017 SPSA.

Involvement/Governance

- The School Site Council provided input and guidance in developing the SPSA. It is reviewed periodically in SSC meetings to discuss its effectiveness. The ELAC committee provides recommendations to the SSC which are then integrated into the SPSA. One area for potential growth is to have increased communication regarding these meetings would be to involve more stakeholders in the revision and decision-making process.

Outcomes

- After looking at the previous goals outlined in the 2015-2016 SPSA, we met or exceeded all of the goals set forth except our chronic absenteeism rate and our EL subgroup score on the SBAC. These goals were not impacted by the lack of implementation of specific strategies, but rather, outside factors that influenced these outcomes. To address these deficits, we have revised our EL program by providing more EL professional development opportunities for staff, offering a designated ELD course, and adopting Flex literacy, Myon, and MobyMax programs. To reduce our chronic absenteeism rate, we plan on being more proactive in communicating with parents/guardians when attendance becomes a concern.



Single Plan for Student Achievement 2016-2017

**Magnolia Science Academy 4
11330 Graham Place,
Los Angeles, CA 90064
Phone: 310-473-2464
FAX: 310-473-2416
msa4.magnoliascience.org**

The Single Plan for Student Achievement

School: Magnolia Science Academy-4

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-6117622

Principal: Lisa Ross

Date of this revision: 11/30/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lisa Ross

Position: Principal

Telephone Number: (310) 473-2464

Address: 11330 Graham Place
Los Angeles, CA 90064

E-mail Address: lross@magnoliapublicschools.org

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) <p>For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017.</p>		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2016 ▪ 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>MSA-4 administers the MAP exams twice per year. MAP assesses students' progress toward set benchmarks and individual growth targets in math and reading. This computer adaptive test has been aligned with the common core standards so that schools are better able to gauge how students are expected to perform on the SBAC.</p> <p>See Appendix #1 for SBAC 2016 Results</p> <p><u>SBAC Results Economically Disadvantaged:</u> ELA: 79 Students Standard met/exceeded: 35%</p> <p><u>English Language Learners:</u> ELA: 9 Students Standard met/exceeded: *</p> <p><u>Students with Disability</u> ELA: 9 students Standard met/exceeded: *</p> <p><u>Not Economically Disadvantaged</u> ELA: 19 students Standard met/exceeded: 53%</p> <p><u>Ethnicity for Economically Disadvantaged Hispanic:</u></p>	<p>How will the school evaluate the progress toward this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

	<p>ELA: 70 students Standard met/exceeded: 32%</p> <p><u>Ethnicity for Economically Disadvantaged Black or African American:</u> ELA: 3 students Standard met/exceeded: *</p> <p><u>Ethnicity for Not Economically Disadvantaged Hispanic</u> ELA: 12 students Standard met/exceeded: 73%</p> <p><u>Ethnicity for Not Economically Disadvantaged Black or African American:</u> ELA: 4 students Standard met/exceeded: *</p> <p><u>Ethnicity for Not Economically Disadvantaged White</u> ELA: 4 students Standard met/exceeded: *</p>	
--	--	--

STRATEGY:

Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.

Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions.</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (2016-17 school year)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, leadership team</p> <p>Dean of Academics, leadership team</p>	<p>\$1,000 Title I for supplementary instructional materials</p> <p>\$4,000 for reading intervention program (Accelerated Reader)</p> <p>\$9,000 for 2 ELA teachers for after-school ELA intervention for 12.5%</p> <p>\$ 7,200 for Saturday School</p>

<p>during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will provide targeted CCSS aligned ELA intervention to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (2016-17 school year)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (2016-17 school year)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (2016-17 school year)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy. (8/29/16-9/02/16; 3/06/17-3/09/17)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p>	<p>Teachers, Dean of Academics, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, leadership team</p>	<p>\$2,000 for PD in ELA support and interventions</p> <p>\$1,000 for MAP testing – Fall 2016 and Spring 2017</p>
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<p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</p>		
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<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in math on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC math data from 2016 ▪ 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p><u>SBAC Results</u> <u>English Language Learners:</u> Math: 9 Students Standard met/exceeded: *</p> <p><u>Economically Disadvantaged:</u> Math: 79 Students Standard met/exceeded: 13%</p> <p><u>Not Economically Disadvantaged</u> Math: 20 students Standard met/exceeded: 21%</p> <p><u>Students with Disability</u> Math: 9 students Standard met/exceeded: *</p> <p><u>Ethnicity for Economically Disadvantaged Hispanic:</u> Math: 70 students Standard met/exceeded: 10%</p> <p><u>Ethnicity for Economically Disadvantaged Black or African American:</u> Math: 3 students Standard met/exceeded: *</p> <p><u>Ethnicity for Not Economically Disadvantaged Hispanic</u> Math: 12 students Standard met/exceeded: 27%</p> <p><u>Ethnicity for Not Economically Disadvantaged White</u> 4 students Standard met/exceeded (Math): *</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 3: Staff meetings and/or site learning days will be used to support teachers in implementation of CCSS math including an overview of the CCSS, aligning curriculum adoption to the CCSS, rewriting assessment questions and learning activities to better align with the CCSS. Staff time will be targeted for this purpose at least every quarter</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Math Teachers</p>	
<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions.</p>	<p>Dean, leadership team</p>	
<p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (2016-17 school year)</p>	<p>Teachers, Dean, leadership team</p> <p>Leadership Team</p>	
<p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p>	<p>Math teachers, Dean of Academics, leadership team</p>	<p>\$8,000 for 2 math teachers for after-school math intervention for 12.5%</p>
<p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2016-17 school year)</p>	<p>Dean of Academics, Principal</p>	<p>\$7,200 for Saturday School</p>
<p>Task 4: Charter school will conduct Saturday Academic Intervention program</p>	<p>Dean of Academics, Principal</p>	
<p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p>	
<p>Task 1: Charter School will select math intervention materials and resources. (2016-2017 school year)</p>	<p>Teachers, Dean of Academics, leadership team</p>	<p>\$4,000 for math intervention program (ALEKS)</p>
<p>Task 2: Charter School will purchase supplementary instructional materials and benchmark</p>	<p>Teachers, Math Dept.</p>	<p>\$1,000 for supplemental</p>

<p>assessments.</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (2016-17 school year)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in math. (8/29/16-9/02/16; 3/06/17-3/09/17)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. (2016-17 school year)</p>	<p>Chair, Dean of Academics, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, leadership team</p>	<p>math resources</p> <p>\$2,000 Title I for PD in math support and interventions</p> <p>\$1,000 for MAP testing</p>
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<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need: To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. ▪ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ 2016 SBAC ELA/Literacy and math data ▪ Fall 2016-17 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data? Based upon collective data, 12 of our current EL student placed in the Early Advanced to Advanced ranks. These EL students will be recommended for reclassified during the second semester based upon fall MAP scores. The remaining EL students have access to structured EL instruction and receive support by way of SDAIE strategies in all curricular area.</p> <p><u>English Language Learners:</u> 12 Students Standard met/exceeded (Math): 0%</p> <p><u>English Language Learners:</u> 12 Students Standard met/exceeded (ELA): 0%</p> <p><u>CELDT Data</u> Advanced – 7 Early Advanced – 5 Intermediate – 3 Early Intermediate – 3 Beginner – 2 EL Re- Classification Rate: 57%</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1: Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers.</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 2: ELD class(es) will be built into in the master schedule. (2016-17 school year)</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (2016-17 school year)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (2016-17 school year)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (2016-17 school year)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2016-17 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p> <p>Task 4: The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (2016-17 school year)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 school year)</p>	<p>Dean of Academics, Principal, teachers</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, leadership team</p> <p>ELA/ELD teachers, Dean of Academics</p> <p>ELA/ELD teachers, Dean of Academics,</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>\$1,000 Supplementary Materials (not a separate expense; already accounted for in Goal 1A)</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>
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<p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least once per semester. (2016-17 school year)</p>		
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Fall 2016 MAP test data ▪ CELDT results ▪ EL re-classification rates ▪ CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have no students who meet this criterion.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2016-17 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (2016-17 school year)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2016-17 school year)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least once per semester. (2016-17 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2016-17 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (2016-17 school year)</p>	<p>Person(s) Responsible</p> <p>Office, leadership team</p> <p>MPS Home Office</p> <p>Leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$25 Title III-Immigrant for immigrant student counseling</p>

<p>PERFORMANCE GOAL 3: All students will be taught by credentialed teachers.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Initial and annual verification of teacher credentials Compliance documentation for Charter School Oversight Visit Teacher PD needs assessments Teacher PD attendance, including participation in BTSA and EL Authorization programs Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>MSA 4 Venice employees meet the requirements of our charter and the expectations set forth by our authorizer, LAUSD.</p> <p>PD can be included here: PLC, Bloom's Taxonomy, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments and Blended Learning.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2016-17 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$728.00 Title II funds to support teacher credentialing</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed</p>

<p>learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 school year)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation(2016-17 school year)</p> <p>Task 2: Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2016-17 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>	<p>coordinator, Principal, leadership team</p> <p>AP Coordinator/Dean of Academics/Leadership Team</p> <p>Dean of Academics/Principal</p>	<p>under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$2,000 Title I for PD in the following areas: PLC (Professional Learning Communities/PBL (Project Based Learning) ELD Strategies Differentiated Instruction Intervention Strategies Understanding Data Intervention Strategies Blended Learning PD AP Workshops</p>
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<p>PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LEA GOAL: Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.</p> <p>Identified Need: To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Charter School will maintain an ADA rate of at last 95%. ▪ Charter School will maintain a chronic absenteeism rate of no more than 1%. ▪ Charter School will maintain a dropout rate of no more than 1%. ▪ Charter School will maintain a student suspension rate of no more than 5%. ▪ Charter School will maintain a student expulsion rate of no more than 1%. ▪ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%. ▪ Charter School will hold a minimum of 5 parent activities/events per year. ▪ At least 25% of Charter School's students will be home-visited by the teachers. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ ADA reports ▪ Daily attendance records ▪ Enrollment records ▪ CDE records/CALPADS reports ▪ Behavior incident reports via CoolSIS ▪ Survey reports 	<p>What were the findings from the analysis of this data? MSA-4 is dedicated to providing a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others while preparing students to be scientific thinkers who contribute to the global community as socially responsible and educated members of society. Our core values Scholarship, Critical Thinking, Effective Communication, and Responsibility, and these core values are taught in our Life Skills course. The Dean and Reflection Committee utilizes alternatives to suspension in order to focus on teachable moments with alternative behaviors and lifelong character building. Some effective practices include: community service, academic and behavior support tracking forms, behavior contracts, parent conferences, parent shadow, character education, counseling, and more. Student safety and a positive school climate is our priority. Upon examining the data linked to Performance Goal 4, we have found that our areas of need include: habitual tardiness, behavior counseling and support, and positive school climate support. Our goal at MSA-4 is to implement a robust PBIS system. Some changes we made from last year to improve PBIS include monthly academic and behavior recognitions and awards during our assemblies; extended after-school program for both MS and HS with enrichment; tutoring offered 4 days a week for every subject; student incentives based upon their CoolSIS positive points; assemblies; home visits to provide individualized support to students and families. Some action items we have planned to continue to increase PBIS and improve overall school climate are to: monthly competitions tied to positive school climate and character education; partnerships with local businesses to offer prizes for recognition.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2016-17 school year)</p>	<p>Teachers, Dean, leadership team</p> <p>Teachers, leadership team</p>	
<p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences in order to increase participation food will be served if needed (2016-17 school year)</p> <p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (2016-17 school year)</p>	<p>Teachers, Dean, leadership team</p> <p>EL coordinator/Dean of Academics, leadership team</p>	<p>\$ 1,000 Title 1 Parent Workshops and Conference including logistics \$ 200 Title 1 Parent Events</p>
<p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 school year)</p> <p>Task 2: Charter School teachers will document the</p>	<p>Teachers, Dean, leadership team</p> <p>Teachers, Dean, leadership</p>	<p>\$3,000 for Title I home-visit stipend</p>

visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)	team	
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<p>PERFORMANCE GOAL 5: All students will graduate from high school.</p> <p>LEA GOAL: Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.</p> <p>Identified Need: To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Charter School will maintain a dropout rate of no more than 1%. ▪ Charter School will maintain a four-year cohort graduation rate of at least 75%. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports ▪ 4-year plans ▪ Class schedules and rosters ▪ College Board reports 	<p>What were the findings from the analysis of this data?</p> <p>MSA 4 Venice will maintain a dropout rate of no more than 1%. We will develop support plans and maintain open dialogue with families as a means by which to sustain our students.</p> <p>At least 90% of our graduating seniors will have completed the coursework necessary to gain admissions to UC/CSU and/or be prepared for career technical education program requirements.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>Action Step 1: Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer credit recovery and test prep classes and provide support to ensure timely high school graduation. (2016-17 school year)</p> <p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2016-17 school year)</p> <p>Action Step 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for</p>	<p>Person(s) Responsible College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>Principal, Dean, leadership team</p> <p>Principal, Dean, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>MSA 4 offers its students credit recovery courses and other test prep opportunities (APEX and Rev K-12) as offered by YPI.</p> <p>Summer School is also offered as a means by which students can recover credits.</p> <p>\$3,000 – AP Exam fees</p>

<p>college readiness, including test prep for ACT/SAT. (2016-17 school year)</p> <p>Action Step 5: By June 2016, 80% of our graduating class will have successfully completed the UC/CSU "a-g" graduation requirements.</p> <p>Action Step 6: PSAT/SAT/ACT Participation Rate: By November 2016, 95% of our sophomores and 65% of our freshman and juniors will take the PSAT.</p> <p>Action Step 7: SAT Participation Rate: By March 2017, 90% of seniors will have attempted at least one SAT or ACT.</p> <p>Action Step 8: 80% of graduating class will apply to a 4-year college by April 2017</p> <p>Action Step 9: Students in grades 10-12 will visit at least 1 college by June 2017</p>		<p>\$1,000 – Cost of transporting students to colleges</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEAM activities ▪ Blended learning 	<p>July 27, 2016 June 9, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</p>	Ongoing	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	\$37,310 for the Consortium	Title III-LEP

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 27, 2016 June 9, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making 	<p>July 27, 2016 June 9, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input checked="" type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lisa Ross	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erik Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amine Farhat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiana Santos	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>				
Crystal Pena	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deidre Roy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sofie Aquino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Royal Gordon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wegahita Araya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>				
Numbers of members in each category	1	3	1	3	2

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 12/02/16.

Attested:

 Typed name of School Principal Signature of School Principal Date

 Typed name of SSC Chairperson Signature of SSC Chairperson Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$58,233.00	Title I, Part A	\$58,233.00	\$0.00
\$728.00	Title II	\$728.00	\$0.00
	Title III, LEP	*A total of \$37,130.00 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0.00	Title III, Immigrant	\$0.00	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$31,400.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$11,000.00
Services and other Operating Expenditures	5000-5699	\$4,000.00
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$13,000.00
Communications	5900	\$200.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 ELA teachers for 12.5%	Certificated Personnel Salaries	1000-1999	\$9,000.00	
Action Step 2: Saturday School	Certificated Personnel Salaries	1000-1999	\$7,200.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$4,000.00	
Action Step 3: Supplementary instructional materials	Books and Supplies	4000-4999	\$1,000.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$16,200.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$6,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 math teachers for 12.5%	Certificated Personnel Salaries	1000-1999	\$8,000.00	
Action Step 2: Saturday School	Certificated Personnel Salaries	1000-1999	\$7,200.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,000.00	
Action Step 3: ALEKS	Books and Supplies	4000-4999	\$4,000.00	
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$15,200.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$5,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$1,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$1,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$25.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$25.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$4,000.00	\$728.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$4,000.00	\$728.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop logistical expenses	Communications	5900	\$200.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$1,000.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$3,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$4,000.00	
Communications	5900	\$200.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: AP Exam Fees	Services and other Operating Expenditures	5000-5699	\$3,000.00	
Action Step 9: Transportation for college visits	Services and other Operating Expenditures	5000-5699	\$1,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699	\$4,000.00	
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SPSA ANNUAL EVALUATION

MSA 4's SSC met and evaluated the 2015-16 SPSA on Friday, December 2, 2016 and approved the 2016-17 SPSA. The following are the highlights from the annual evaluation:

- The top priority in the current SPSA is the intervention programs for our students. MSA 4 will continue to provide targeted CCSS aligned ELA and math interventions during the daily intervention period, after school and on Saturdays to meet the students' needs. MSA 4 will continue to take a critical look at instructional practices and data to implement strategic instructional interventions.
- MSA 4 utilizes ALEKS and Rev K-12 for math intervention curriculum. These programs provides targeted instruction to students at their level. For ELA support, the school uses Accelerated Reader and Study Sync for further support.
- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA 4 uses a teacher coaching and evaluation protocol to support our teachers' instructional practices and identify areas for growth. Teachers participate in MPS-wide professional development days as well as site-based PD. The school will continue to support teacher PD activities.
- Home visits serve to improve family-school connectedness. MSA 4 has made this unique feature of MPS a priority for all staff in the new SPSA.

Form E: Recommendations and Assurances

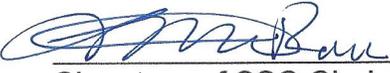
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 12/02/16.

Attested:

Lisa Ross		12-2-16
Typed name of School Principal	Signature of School Principal	Date
Lorena Romero		12.2.16
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Magnolia Science Academy-5

Single Plan for Student Achievement

2016-17



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-5

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 011763019 64733 0117630

Principal: Brad Plonka

Date of this revision: 11/30/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. *California Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Brad Plonka

Position: Principal

Telephone Number: (818) 705-5676

Address: 18230 Kittridge Street, Reseda, CA 91335

E-mail Address: bplonka@magnoliapublicschools.org

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2016 ▪ Spring 2016 MAP test data ▪ Fall 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>According to the data, a large portion of our students are not meeting the standards in ELA. This is also the case for our EL students and other subgroups as well.</p> <p>41% of the students met or exceeded the standards for ELA. While 9% of our EL and 37% of our Latino students met or exceeded the standards, which is a growth from 0% and 19% in 2015.</p> <p>Our fall MAP data indicates 21% of our students are proficient in reading and 34% are at nearly met standard.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions.</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes.</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources.</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Teachers, Leadership team</p> <p>ELA teacher, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Leadership team</p> <p>Teachers & leadership team</p>	<p>\$3,500 for MAP test</p> <p>\$20,755.80 Title I for two Intervention teachers for 20%</p> <p>\$26,802.62 Title I for SES or similar services for ELA intervention</p> <p>\$10,000 for reading intervention program</p> <p>\$1,500 for novels Title I & non-fiction books \$10,000 for MyON</p> <p>\$13,401.31 Title I for PD in ELA support and interventions</p>
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objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)	Teachers & Leadership team	
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<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in math on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC math data from 2016 ▪ Spring 2016 MAP test data ▪ Fall 2016 MAP test data 	<p>What were the findings from the analysis of this data? Finding showed that the majority of our students are not meeting the standards in mathematics. This is the case in all of our subgroups as well.</p> <p>15% of our students met or exceed the standards for math. 6% of our English Learners and 10% of our Latino students met or exceeded the standards, which shows growth from 2015 in both areas.</p> <p>Our fall MAP data indicates 6% of our students are proficient in math and 25% are at nearly met standard.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. Task 2:</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$3,500 for MAP test</p>

<p>Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources.</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>Leadership team</p> <p>Teachers & Leadership team</p> <p>Math teachers, Dean of Academics, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Leadership team</p> <p>Leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p>	<p>\$20,755.80 Title I for two Intervention teachers for 20%</p> <p>\$26,802.62 Title I for SES or similar services for ELA intervention</p> <p>\$2,000 Title I for supplementary instructional materials:</p> <p>\$1,000 for math manipulatives</p> <p>\$13,401.31 Title I for PD in Math support and interventions</p>
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<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need: To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) • The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. • The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year. • The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. • The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • SBAC ELA/Literacy and math data from 2015 • Spring 2016 MAP test data • Fall 2016 MAP test data • CELDT results • EL re-classification rates 	<p>What were the findings from the analysis of this data? For our EL population, we had 9% in ELA and 6% in Math that met or exceed the standards on the ELA/Literacy portion of the SBAC. 18% of our students reclassified during the 2015-16 school year. 17 of our 39 EL students met their ELA MAP growth target from the 2015-16 school year.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1: Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers.</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments.</p> <p>Task 4:</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office & Dean of Academics</p> <p>Dean of Academics,</p> <p>Principal</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$285 for BrainPOP ESL</p>

<p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions.</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed.</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (<i>ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.</i>) (2015-16 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p> <p>Task 4: The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 school year)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2016-17 school year)</p>	<p>Dean of Academics</p> <p>Leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers &, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>\$13,401.31 Title I for PD in ELD support and interventions</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers and the leadership team.</p>
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2016 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>More professional development on EL support, RTI, and differentiated instruction for the teachers. Workshops for parents so that they will be able to support the students at home. More tutoring opportunities to just immigrant students.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2016-17 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs.</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students.</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2016-17 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. 2016-17 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students.</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office & leadership team</p> <p>Leadership team</p> <p>MPS Home Office</p> <p>Leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>Findings were:</p> <ul style="list-style-type: none"> • All teachers have preliminary/clear credentials and teach in their respective subject area. • All teachers are enrolled in BTSA program who have not cleared their credential. • Teachers continue to receive PD in areas of, Rigor, Differentiated Instruction, RTI, Blended learning, Special Education • Teachers showed growth after first classroom observation. 	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1: Charter School will conduct credential review and support teachers’ credentialing needs. (2016-17 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (2016-17 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD,</p>

<p>common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2016-17 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2016-17school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 school year)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2016-17 school year)</p> <p>Task 2: Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2016-17 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>	<p>Leadership team</p>	<p>and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
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<p>PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LEA GOAL: Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.</p> <p>Identified Need: To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Charter School will maintain an ADA rate of at least 95%. ▪ Charter School will maintain a chronic absenteeism rate of no more than 1%. ▪ Charter School will maintain a dropout rate of no more than 1%. ▪ Charter School will maintain a student suspension rate of no more than 5%. ▪ Charter School will maintain a student expulsion rate of no more than 1%. ▪ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%. ▪ Charter School will hold a minimum of 5 parent activities/events per year. ▪ At least 25% of Charter School's students will be home-visited by the teachers. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ ADA reports ▪ Daily attendance records ▪ Enrollment records ▪ CDE records/CALPADS reports ▪ Behavior incident reports via CoolSIS ▪ Survey reports ▪ Home visit calendar 	<p>What were the findings from the analysis of this data? Findings for this goal were: 95% ADA 0% Suspension rate 0% Expulsion rate 25% of our students homes were visited More than 5 parent activities & events were held Mitchell Family Counseling was offered to students who had difficulty with attendance, behavior, and/or academics. Life Skills was provided to all students one class period a week and themes were discussed school-wide.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues,</p>	<p>Person(s) Responsible</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, Parent College, Parent task Force Meetings, and parent conferences. (2016-17 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (2016-17 school year)</p> <p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 school year)</p> <p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)</p>	<p>Teachers & leadership team</p>	<p>\$6000 Title I parent involvement</p> <p>\$5,000 Title I for home-visit stipends</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	Fall 2016 On-Going	Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.	\$0	N/A

School Goal #: 2A

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</p>	Ongoing	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	\$37,310 for the Consortium	Title III-LEP
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 		Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.	\$0	N/A

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources 		Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.	\$0	N/A

<ul style="list-style-type: none"> ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 			
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs

- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$134,013.08	<input checked="" type="checkbox"/>

<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$		<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$633		<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$	
Total amount of state and federal categorical funds allocated to this school	\$ 134,013.08	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brad Plonka	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kemal Fazla	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaine Nardini	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adrian Uribe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brenda Rosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elizabeth Ascencio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elena Carillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kimberly Papon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Katherine Aguilar Monzon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

⁴ EC Section 52852

Cassandra Esparza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	2	1	3	3

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee Signature
 - English Learner Advisory Committee Signature
 - Special Education Advisory Committee Signature
 - Gifted and Talented Education Advisory Committee Signature
 - District/School Liaison Team for schools in Program Improvement Signature
 - Compensatory Education Advisory Committee Signature
 - Departmental Advisory Committee (secondary) Signature
 - Other committees established by the school or district (list) Signature
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on: 11/30/2016.

Attested:

Brad Plonka
Typed name of School Principal


Signature of School Principal

11/30/16
Date

Elizabeth Ascencio
Typed name of SSC Chairperson


Signature of SSC Chairperson

11-30-16
Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$81,991.00	Title I, Part A	\$131,146.09	\$0.00
\$633.00	Title II	\$633.00	\$0.00
\$0	Title III, LEP	*A total of \$37,310 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0	Title III, Immigrant	\$0	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$36,255.80
Classified Personnel Salaries	2000-2999	\$0
Employee Benefits	3000-3999	\$1,688.37
Books and Supplies	4000-4999	\$47,000.00
Services and other Operating Expenditures	5000-5699	\$17400.30
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$26,802.62
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 Intervention teachers for 20% Home visits Saturday School	Certificated Personnel Salaries	1000-1999	\$36,255.80	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$26,802.62	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5000-5699	\$13,401.31	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$36,300.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699	\$13401.31	
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$26802.62	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 Intervention teachers for 20% Home visits Saturday School	Certificated Personnel Salaries	1000-1999	\$36,255.80	
Action Step 2: SES for Math intervention	Prof. Services and Operating Expenditures	5800	\$26,802.62	
Action Step 3: PD in Math support and interventions	Prof. Services and Operating Expenditures	5800	\$13,401.31	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$36,255.80	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699	\$13,401.31	
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$26,802.62	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
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Action Step 1: Chrome books, student supplies, ELA class set books	Books and Supplies	4000-4999	\$47,000	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$13,401.31	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$37,500.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$13,401.31	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800	\$13,401.31	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		

Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$13,401.21	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$13,401.21	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	13,401.21	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
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Action Step 3: Parent workshop mailing expenses	Parental Involvement	5900	\$6000.00	
Action Step 3: Home-visit stipends	Full Time Staff-Home visits		\$5000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$5000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$6000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-2

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 0115212

Principal: Steven Keskinturk

Date of this revision: 10/27/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Steven Keskinturk

Position: Principal

Telephone Number: (818) 758-0300

Address: 17125 Victory Blvd., Van Nuys CA 91406

E-mail Address: skeskinturk@magnoliapublicschools.org

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.
- For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. CAASPP assessment will increase by 5% from Spring 2016 to Spring 2017.

What data did you use to form this goal?

- SBAC ELA/Literacy data from 2016
- Fall 2016 MAP test data
- Fall-2015-Spring 2016

What were the findings from the analysis of this data?

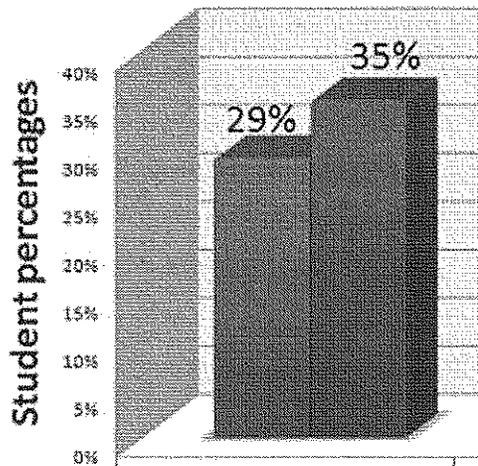
The MAP exams assess students in two areas- mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

MAP TEST RESULT FALL 2015-Spring 2016

READING		
Fall 2015		
Level-1	100	32.6%
Level-2	114	37.1%
Level-3	85	27.7%
Level-4	8	2.6%
Spring 2016		
Level-1	96	32.8%
Level-2	108	36.9%
Level-3	73	24.9%
Level-4	16	5.5%

We use MAP data to track student progress over the academic year. Administering MAP testing in fall allows us to analyze the level of each student is the beginning of the year and with this data we place students in the appropriate interventions. Students then take the assessments again in the spring to see growth individually and in subgroups. The most effective growth in seen in longer stretch of time. In other words, the longer they stay at Magnolia Science Academy -2, the better individual and subgroup growth due to interventions they receive.

2015 vs 2016 SBAC ELA & (Overall)

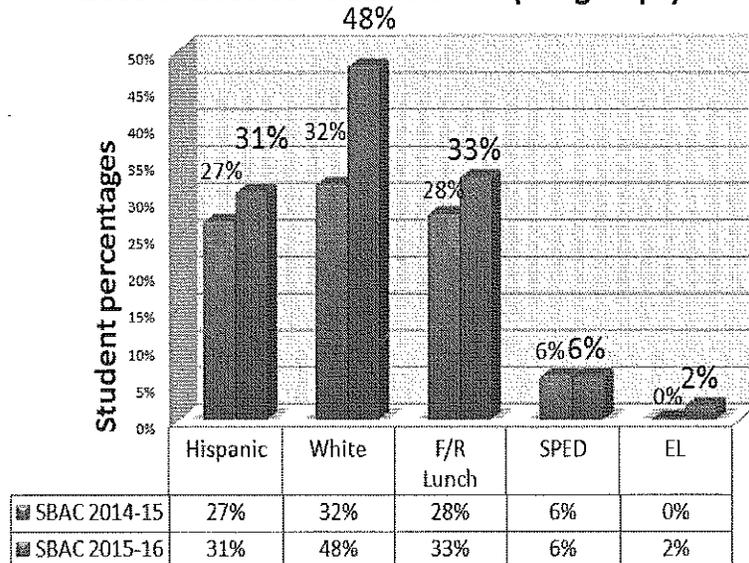


	ELA
■ SBAC 2014-15	29%
■ SBAC 2015-16	35%

As we administer the SBAC test for the second year, we see that MSA-2's overall ELA scores has increased from 29% to 35%.

MSA-2 has in place multi interventions for its students with targeting specific areas of need. Using internal and external assessments, students are placed in the appropriate intervention programs, including Saturday School and Power classes.

2015 vs 2016 SBAC ELA Results (Subgroups)



Looking over the subgroup comparisons, we see an increase in all categories. Per definition of English Learners, students who are considered an English Learner are those who do not show proficiency and fluency in different areas like speaking, writing and listening. Students who were English Learners previously and are able to show proficiency are those who are reclassified, which means they are no longer classified as an English Learner. For this reason, the proficiency levels of English learners are very low in the SBAC ELA testing.

- Increase in the overall EL category (0% - 2%)
- 0% of EL's scored met or exceeded in 2015 - some student's scores were not included in the percentage due to having small number of students in sub groups
- The percentage of students who met and exceeded the ELA test has increased from 27% to 31%
- The number of SPED students tested remained the same during both years and the percentages are similar as well.

We have a Title-1 team who monitors the EL Student.

The English Learner students who demonstrate proficiency in English pass the CELDT, and meet other criteria outlined in our EL Master Plan and in state law. Subsequently, once they meet these requirements, they are no longer classified as English Learners. Therefore, the students who are identified as English Learners when the SBAC is administered are students who have not yet demonstrated proficiency in English (ELD levels 1-3), and as a result may tend to score lower than other subgroups, especially in English Language Arts. Classroom teacher and/or the Language Appraisal Team (teacher, administrator/designee, EL Coordinator, counselor, etc.) Evaluates student performance and concurs with the recommendation to reclassify.

<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 12, 2016)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 12, 2016)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2016-17 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, Title I RTI Team, leadership team Dean of Academics, Principal</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$45,282.00 Title I ELA</p> <p>\$21,000 Title I for ELA and Math interventions on Saturdays</p>

<p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, Title I RTI Team, leadership team</p>	
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. CAASPP assessment will increase by 5% from Spring 2016 to Spring 2017.

What data did you use to form this goal?

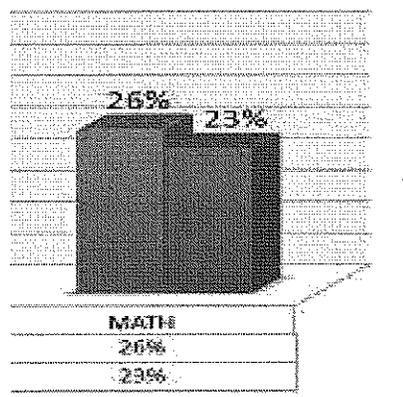
- SBAC math data from 2015-2016
- Spring 2016 MAP test data
- Fall 2017 MAP test data

What were the findings from the analysis of this data?

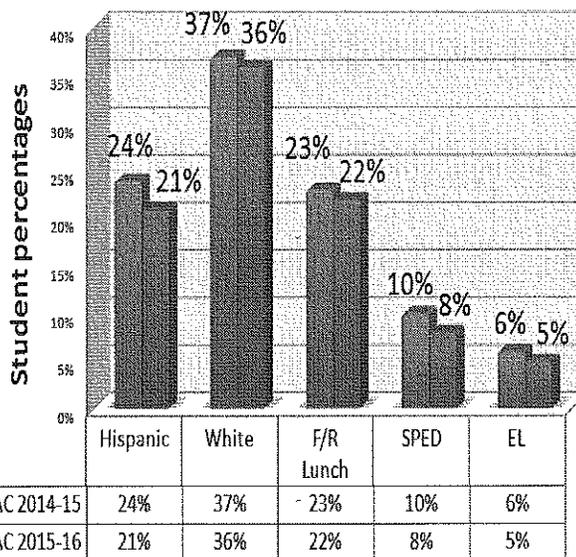
MAP FALL 2016-SPRING 2016

MATHEMATICS		
Fall 2015		
Level-1	124	40.4%
Level-2	112	36.5%
Level-3	48	15.6%
Level-4	23	7.5%
Spring 2016		
Level-1	142	48%
Level-2	100	40%
Level-3	40	13.5%
Level-4	14	4.7%

**SBAC 2015-2016 OVERALL
MATH Results**



2015 vs 2016 SBAC MATH Results (Subgroups)



Looking at the overall math scores may not give a clear increase however when analyzing subgroups, grades and specific categories we see that students were able to show some growth.

For example, only 5% of EL students scored standards met or exceeded yet there is also an increase in the standards met category - which shows that students are improving in their scores and overtime they might be able to score proficient. Another subcategory that shows an increase is Latino high school students which increased from 19% to 34%.

Decrease in the overall EL category (6% to 5%) However there are more number of EL students, and increase in the “Standards met” category

We see a slight decrease in the Math % of SPED students - when looked at individual grades, we see that the number of students are low that it did not generate a percentage Although the overall percentages of students who met and exceeded the Math test has decreased, when looked at grades individually we can see an increase in grades 8th and 11th.

MSA 2 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and that the academic achievement gaps are closed. Power classes, after school tutoring, Saturday school, home tutoring, zero periods, are a few of the intervention programs available to our struggling students.

<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year) Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year) Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 12, 2016) Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 12, 2016) Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year) Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year) Task 1: Charter School will select math intervention materials and resources. (by September 30, 2016) Task 2: Charter School will purchase supplementary instructional materials and benchmark</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Math Dept. Chair, Dean of Academics, Title I RTI Team, leadership team Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title I RTI Team, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$67,736.00 Title I Intervention Teacher</p> <p>\$21,000 Title I for ELA and Math interventions on Saturdays</p>

<p>assessments. (by October 12, 2016)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Math Dept., Dean of Academics, Title I RTI Team, leadership team</p>	
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2017.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.

What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2016
- Spring 2016-17 MAP test data
- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates

What were the findings from the analysis of this data?

English Language Learners

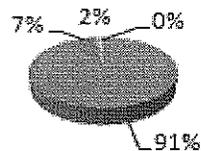
**NWEA MAP EL RESULTS
FALL 2015-Spring 2016**

EL/MATH	GRADE	Growth Count	Count Met Growth Target	Percent Met Growth Target
	6th grade	17	4	24
	7th grade	15	4	27
	8th grade	10	7	70
	9th grade	5	2	40

EL/ELA	GRADE	Growth Count	Count Met Growth Target	Percent Met Growth Target
	6th grade	17	9	53
	7th grade	15	8	53
	8th grade	10	2	20
	9th grade	7	1	14
	10th grade	7	0	0

2016 MSA-2 SBAC ELA English Learners

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4



- Increase in the overall EL category (0% - 2%)
- 0% of EL's scored met or exceeded in 2015 - some student's scores were not included in the percentage due to having small number of students in sub groups

2016 MSA-2 SBAC Math English Learners

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4



- Decrease in the overall EL category (6% to 5%)
However there are more number of EL students, and increase in the "Standards met" category

CELDT Test results are analyzed by our EL Coordinator and Dean of Academics. These results are used for placing students in an English Language Learners Program based on their reading, writing, and speaking levels. English Language Learners are also supported by:

- Saturday School Program taught by ELD Certified teacher.
- English Language Learners support classes everyday
- Study Sync (ELD Component)
- Myon
- Illuminate
- SDAIE Lesson Plans

Parents are also a part of English Language Learners Program by meeting with EL Coordinator and discussing options and progress for each level a student is designated. This relationship continues once a student is reclassified.

Per our AMAO goals, we will attempt to increase overall reclassification rates by at least 5% with each student increasing their individual scores by 1 level.

<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1: Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 26, 2016)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 12, 2016)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 12, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 12, 2016)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.) (2016-17 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office , leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, , leadership team</p> <p>ELA/ELD teachers, , Dean of Academics, Title I RTI Team</p> <p>ELA/ELD teachers, , Dean of Academics, Title I RTI Team</p> <p>Teachers, , Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, , Title I RTI Team, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$200 for novels for EL classes \$285 for BrainPOP ESL \$100 for dictionaries for EL classes</p> <p>ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p> <p>Charter School is part of the Title III Consortium under the leadership of Magnolia #1 which serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Charter School will follow the guidelines of this program.</p>

<p>weeks. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p> <p>Task 4: The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 17, 2016)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 school year)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semester. (2016-17 school year)</p>	<p>Title III Consortium lead EL program coordinator, leadership team</p>	
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems. LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs. Identified Need: To provide necessary counseling and support to immigrant students Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Fall 2016 MAP test data ▪ CELDT results ▪ EL re-classification rates ▪ CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have 11 immigrant students. 8 of them are in the beginning stages of English Language development. In order to support their English skills, our Title 1 team works with them individually, both, in a pull-out and push in model.</p> <p>Saturday School Program taught by ELD Certified teacher. English Language Learners support classes everyday Study Sync (ELD Component) Myon</p> <p>We also provide CoolSIS training to our parents so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</p> <p>We also received support from outside organizations which support our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to current and new incoming immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (by September 12, 2016)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2016-17 school year)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2016-17 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2016-17 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office, Dean of Culture, , leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p> <p>Dean of Culture, Title I RTI Team, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$1,197.00 Title III-Immigrant for immigrant student counseling</p>

immigrant student needs and counseling immigrant students. (by October 14, 2016)		
<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.</p> <p>Additionally, MSA-2 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC's to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level. While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD's to include support for technology in the classroom.</p>	
	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2:</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics,</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.</p>

<p>Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2016-17 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 school year)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2016-17 school year)</p> <p>Task 2: Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2016-17 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-16 school year)</p>	<p>Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$2,088.00 Title II for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments, etc.</p>
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at last 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

Our core values are to teach students to contribute to the global community as socially responsible citizens. To promote this culture, our Life Skills and SSR teachers regularly discuss social issue topics like Anti-Bullying, personal responsibility, and respect. To promote these teachings, our assemblies take on a focal issue such as bullying and self-esteem and we teach our students how to cope and respond to these issues.

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative twenty behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and award ceremonies.

The Dean of Students and reflection committee employs alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility. Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally. Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		
Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	
<p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p>	<p>Teachers, Dean of Culture, leadership team</p>	<p>\$500 for parent workshops (mailing expenses: \$100, presenter compensation: \$400)</p> <p>\$16,000 Title I for home-visit stipends</p>
<p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2016-17 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, and college application, using SIS to check student progress, study habits, and family literacy. (2016-17 school year)</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>Dean of Culture, Dean of Academics, leadership team</p>	
<p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 school year)</p> <p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored</p>	<p>July 13,</p>	<p>Services and operating expenses, professional</p>	<p>No Cost to MSA-2.</p>	<p>Title III-LEP</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

<p>by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>2016 July 31, 2017</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p>	<p>salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Magnolia Science Academy-1 (MSA-1) will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator of MSA-1 sponsored by the lead will closely work with the consortium schools such as charter school.</p>	<p>Monies go to MSA-1 as consortium leader.</p>	
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$155,425.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,088.00	<input type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steven Keskinturk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timothy Minnig	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Compagno	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janet Tran	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Capistrano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gloria Medina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Martha Galinda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Numbers of members in each category	1	1	2	2	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Joseph Compas _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/28/2016.

Attested:

Steven Keskindurk _____
 Typed name of School Principal

[Signature]
 Signature of School Principal

10/26/2016
 Date

Martha Galinda _____
 Typed name of SSC Chairperson

[Signature]
 Signature of SSC Chairperson

10-26-16
 Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$155,425.00	Title I, Part A	\$157,518.00	\$0.00
	Title II		\$0.00
\$2,088.00	Title III, LEP		\$2,088.00
\$528	Title III, Immigrant		\$1,197.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$138,518.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$16,000.00
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$3,000.00
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$45,282.00	
Action Step 2: MAP test	Books and Supplies	4000-4999		
Action Step 2: ELA and Math interventions on Saturdays	Prof. Services and Operating Expenditures	5800	\$21,000.00	
Action Step 3: Reading intervention program	Books and Supplies	4000-4999		
Action Step 3: Novels	Books and Supplies	4000-4999		
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999		
Action Step 3: Discovery Learning	Books and Supplies	4000-4999		
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$45,282.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$21,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I intervention teacher for 100%	Certificated Personnel Salaries	1000-1999	\$67,736.00	
Action Step 2: MAP test	Books and Supplies	4000-4999		
Action Step 2: ELA and Math interventions on Saturdays	Prof. Services and Operating Expenditures	5800	\$21,000.00	
Action Step 3: Math intervention program	Books and Supplies	4000-4999		
Action Step 3: Math manipulatives	Books and Supplies	4000-4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$67,736.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$21,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Title 1 English Teacher	Classified Personnel Salaries	2000-2999	\$45,282.00	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999		
Action Step 2: ELA and Math interventions on Saturdays	Prof. Services and Operating Expenditures	5800	\$21,000.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999		
Action Step 1: Dictionaries for EL classes	Books and Supplies	4000-4999		
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$45,282.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$21,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$1,197.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$1,197.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:**PERFORMANCE GOAL 3:** All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		\$2,088.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$2,088.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900		
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800		
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:**PERFORMANCE GOAL 5:** All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title I ELA teacher for 10% 1 Title I Intervention teacher for 10%	Certificated Personnel Salaries	1000-1999	\$11,000.00	
Action Step 4: 1 Title I ELA teacher for 10% (ACT/SAT prep) 1 Title I Intervention teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999	\$11,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$22,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Please highlight the questions we should go with.

Go QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. (No more than 2-3.)
- Allocate more resources and support for students reclassified from EL. Especially as a subgroup in math
- Continue to improve High School AP course participation
- More inclusion of 8th and 9th grade in college readiness programs
- Identify the major expenditures supporting these priorities.
- ~~EL~~ EL coordinator will continue to support reclassified students in cooperation with Title I and general education teachers

Go Plan Implementation

P 98

- Identify strategies in the current SPSA that were fully implemented as described in the plan. Charter School will monitor and evaluate reading intervention programs. goals and objectives determine if goals and objectives are being met. findings will be reflected in the SSC minutes
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - ✓ What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

EL students that were reclassified were not put in a separate subgroup and their poor performances on SDAC

Single Plan for Student Achievement

were later identified and an action plan was created by SSC to address gen support sub group.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

• Saturday school for low performing students was heavily promoted and strongly encouraged. MAP Assessments were given and overall scores increased.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? Zero Period

- Lack of timely implementation ✓
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation ✓
- Not implemented with fidelity
- Not appropriately matched to student needs/student population ✓
- Other _____

- Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications: Have zero period transition

into an SSZ for grades 7, 7, and 8 for low performing Math/English

Involvement/Governance

- How was the SSC involved in development of the plan?
SSC Council Read over SBAC Data and School Rankings including sub groups. SSC then analyzed where we felt short in our measurable outcomes
- How were advisory committees involved in providing advice to the SSC?
Thru group discussion and input from
 - Student perspective
 - Parent perspective
 - Teacher perspective
- How was the plan monitored during the school year?
Monthly SSC meetings which included updates on goals
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
- ~~to the SSC~~ Add a end of the school year "wrap up" meeting for SSC

Outcomes

(P54)

- Identify any goals in the current SPSA that were met.
- All students will reach high standards at a minimum attaining Proficiency or better in reading
- For students subgroups... will increase by 5% from fall 2015-2016
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Morning school or period 0 was ~~not effective~~ as an intervention not effective as in intervention
- Based on this information, what might be some recommendations for future steps to meet this goal?

P54

~~Offering a morning period for math~~
~~Offering all student study tables in the morning~~
 PLS when seeing student progress see

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-6

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 0117648

Principal: John Terzi

Date of this revision: 10/31/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: John Terzi

Position: Principal

Telephone Number: (310) 842-8555

Address: 3754 Dunn Drive, Los Angeles, CA 90034

E-mail Address: jterzi@magnoliapublicschools.org

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) For all student subgroups, the percentage of students performing proficient on the ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2016. 																							
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC ELA/Literacy data from 2016 2015 CAASPP 2016 CAASPP 	<p>What were the findings from the analysis of this data?</p> <p>The SBAC exams assess students in two areas- mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">ELA</th> </tr> <tr> <th colspan="2" style="text-align: center;">2016</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Above Standards</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">At Standards</td> <td style="text-align: center;">32%</td> </tr> <tr> <td style="text-align: center;">Near Standards</td> <td style="text-align: center;">34%</td> </tr> <tr> <td style="text-align: center;">Below Standards</td> <td style="text-align: center;">23%</td> </tr> <tr> <th colspan="2" style="text-align: center;">2015</th> </tr> <tr> <td style="text-align: center;">Above Standards</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">At Standards</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">Near Standards</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;">Below Standards</td> <td style="text-align: center;">28%</td> </tr> </tbody> </table> <p>The data establishes that students have shown some growth in Reading at all grade levels.</p> <p>The SBAC ELA data indicates that the proficiency of students across in all grade levels is above LAUSD but below the state average.</p>	ELA		2016		Above Standards	12%	At Standards	32%	Near Standards	34%	Below Standards	23%	2015		Above Standards	12%	At Standards	29%	Near Standards	31%	Below Standards	28%
ELA																							
2016																							
Above Standards	12%																						
At Standards	32%																						
Near Standards	34%																						
Below Standards	23%																						
2015																							
Above Standards	12%																						
At Standards	29%																						
Near Standards	31%																						
Below Standards	28%																						
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>																						

<p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy. (8/31/16-9/11/16; 3/1/17-6/1/17)</p> <p>Task 2: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>		
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1A

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2016
- 2015 CAASPP
- 2016 CAASPP

What were the findings from the analysis of this data?

The data establishes that students have shown some growth in Mathematics at all grade levels. Several students have been able to increase their proficiency levels.

MATHEMATICS	
2016	
Above Standards	9%
At Standards	17%
Near Standards	35%
Below Standards	40%
2015	
Above Standards	13%
At Standards	14%
Near Standards	32%
Below Standards	41%

How will the school evaluate the progress of this goal?
Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.

Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2016)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2016)</p> <p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p>	<p>Teachers, leadership team</p> <p>Team, leadership team</p>	<p>\$1,250 Title I fund for MAP test (Math)</p> <p>\$5,000 Title I For SES to support students in Math</p> <p>\$2,000 Title I for PD for Math teachers</p>
<p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2016-17 school year)</p> <p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources. (by August 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>\$6,000 Title I For Saturday school</p>

Action Step 4:

Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)

Task 1:

Teachers will implement the MAP test in Fall 2016 and Spring 2016 to measure student growth in math. (8/31/16-9/11/16; 3/1/17-3/1/17)

Task 2:

Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test.

Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)

Task 3:

Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)

<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need: To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data from 2016 ▪ Spring 2016 MAP test data ▪ Fall 2016 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data?</p> <p style="text-align: center;">English Language Learners</p> <p>In reviewing the scores of our English Language Learners, we see that Proficient scores increased in and most of the students were able to raise their levels from Below Basic to Proficient. We currently have a 72% reclassification rate. This is the highest reclassification rate in our history and it is higher than LAUSD and State.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1: Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2016-17 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2016)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$350 for novels for EL classes</p> <p>\$350 for Brain POP ESL</p> <p>ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p>

<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2016)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2016-17 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership Team</p>	<p>Charter School is part of the Title III Consortium under the leadership of Magnolia #1 which serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Charter School will follow the guidelines of this program.</p>
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Fall 2016 MAP test data ▪ CELDT results ▪ EL re-classification rates ▪ CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have 1 immigrant student of Turkish origin. The student is in the beginning stages of English Language development. In order to support her English skills we provided some ELD materials and put her in ELD class. In addition, we have total 20 EL students and they take an ELD class every day. We will monitor their progress via CELDT reports and academic progress reports.</p> <p>We also provide CoolSIS training to our parents so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</p>
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

LEA GOAL:

For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

- 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

What data did you use to form this goal?

- Initial and annual verification of teacher credentials
- Compliance documentation for Charter School Oversight Visit
- Teacher PD needs assessments
- Teacher PD attendance, including participation in BTSA and EL Authorization programs
- Teacher performance evaluations

What were the findings from the analysis of this data?

Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. Guest speakers have been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.

Additionally, MSA-6 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC’s to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level. While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to have a blended learning program and expand our PD’s to include support for technology in the classroom.

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.

Action Step 1:

Charter School will conduct credential review and support teachers’ credentialing needs. (2016-17 school year)

Task 1:

Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)

Task 2:

Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (2016-17 school year)

Task 3:

Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)

Person(s) Responsible
Teachers, leadership team

Principal, MPS Home Office

Principal, MPS Home Office

Principal

Dean of Academics, ,
Principal, leadership team

Dean of Academics, ,
Principal, leadership team

Cost and Funding Source (Itemize for Each Source)

We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in our LCAP.

<p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in above mentioned areas. (2016-17 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p>	<p>Dean of Academics, , Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, , Principal, leadership team</p> <p>Dean of Academics, , Principal, leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$2,000 Title I for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments, etc.</p>
<p>Task 2: Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 school year)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2016-17 school year)</p> <p>Task 2: Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2016-17 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>		

<p>PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LEA GOAL: Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.</p> <p>Identified Need: To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Charter School will maintain an ADA rate of at least 95%. ▪ Charter School will maintain a chronic absenteeism rate of no more than 1%. ▪ Charter School will maintain a dropout rate of no more than 1%. ▪ Charter School will maintain a student suspension rate of no more than 5%. ▪ Charter School will maintain a student expulsion rate of no more than 1%. ▪ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%. ▪ Charter School will hold a minimum of 5 parent activities/events per year. ▪ At least 25% of Charter School's students will be home-visited by the teachers. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ ADA reports ▪ Daily attendance records ▪ Enrollment records ▪ CDE records/CALPADS reports ▪ Behavior incident reports via CoolSIS ▪ Survey reports ▪ Home visit calendar 	<p>What were the findings from the analysis of this data?</p> <p>Our core values are to teach students to contribute to the global community as socially responsible citizens. To promote this culture, our Life Skills and SSR teachers regularly discuss social issue topics like Anti-Bullying, personal responsibility, and respect. To promote these teachings, our assemblies take on a focal issue such as bullying and self-esteem and we teach our students how to cope and respond to these issues.</p> <p>Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and award ceremonies.</p> <p>The Dean of Students and reflection committee employs alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc.</p> <p>Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p>	<p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers , leadership team</p>	<p>\$5,500 Title I for parent workshops</p> <p>\$2,000 Title I for home-visit stipends</p>
<p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2016-17 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, and college application, using SIS to check student progress, study habits, and family literacy. (2016-17 school year)</p> <p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 school year)</p> <p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)</p>	<p>Teachers, Dean of Academics, leadership team</p> <p>Dean of Academics, leadership team</p> <p>Teachers , leadership team</p> <p>Teachers , leadership team</p> <p>Teachers , leadership team</p>	

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p> <p>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will</p>	<p>Ongoing</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for</p>	<p>\$37,310 for the Consortium</p>	<p>Title III-LEP</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

<p>provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p>		<p>Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>		
<p>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</p>				

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>grade, years in US, AMAO targets, etc.</p> <ul style="list-style-type: none"> ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 				
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

staffs in the development and writing of the school plan ■ Coordinating staff development in areas of emphasis and serving as a resource in additional areas				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs. Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$58,499	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$5,500.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$2,000.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$717	<input checked="" type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
John G. Terzi <i>J. Terzi</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mahya Babaie <i>M. Babaie</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Huevo <i>M. Huevo</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Martinez <i>P. Martinez</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Dimas <i>Lorena Dimas</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katherine Arriola <i>K. Arriola</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rah-San Bailey <i>RS</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Judith Soto <i>Judith Soto</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Numbers of members in each category	1	1	1	2	3

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Dean of Academic _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/31/2016.

Attested:

John G. Terzi
 Typed name of School Principal

[Signature]
 Signature of School Principal

10/31/16
 Date

Patricia Martinez
 Typed name of SSC Chairperson

[Signature]
 Signature of SSC Chairperson

10-31-16
 Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$58,499.00	Title I, Part A	\$58,499.00	\$0.00
\$717.00	Title II	\$717.00	\$0.00
\$0.00	Title III, LEP	\$0.00	
\$0.00	Title III, Immigrant	\$0.00	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$43,059.30
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$5,500.00
Services and other Operating Expenditures	5000-5699	\$2,500.00
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$6,000.00
Communications	5900	\$1,500.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- **Identify the top priorities of the current SPSA. (No more than 2–3.)**
 1. Math intervention classes for our students. In 2014-2015, our school scored 26% proficient and advanced for math in SBAC. In 2016-2017, our school scores 25% proficient and advanced for math in the SBAC test. In the 2016-2017 school year, our priority is to focus on increasing our math scores.
 2. Our administrative team analyzed the 2016 SBAC data and the fall Map Testing data. We decided to work with students who did not meet the standards. In small settings, we created a smaller intervention group for no more than 10 students. We pull out these students from their PE or computers classes to close the math curriculum gaps.

3. In 2014-2015, our students scored 41% advanced and proficient for English. In 2015-2016, our scores increased to 44%. We analyzed the 2016 SBAC results and noticed that students' writing skills needed to improve. In ELA class, we will assign more writing assignments.

- **Identify the major expenditures supporting these priorities.**

1. For math, we adopted the McGraw Hill curriculum, which is state approved. We invested in new common core textbooks and its online resources such as connect ed (general math) and ALEKS (math intervention).
2. We purchased study sync for our ELA online curriculum.
3. We allocated some money for professional development opportunities for our staff.
4. We will start Saturday school to provide more support for math and ELA.
5. We have upgraded our internet. We now have high speed fiber internet.

Plan Implementation

- **Identify strategies in the current SPSA that were fully implemented as described in the plan.**

1. We provided power math and power English classes as an intervention tool to close student gaps.
2. We provided new textbooks and online resources for our students.
3. We provided supplemental educational services (SES) to 20 students at their homes.
4. We provided professional development for our staff.
5. We provided ELD programs for our ELD population. 72% of our students were reclassified.

- **Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.**
 - **What specific actions related to those strategies were eliminated or modified during the year?**
 1. Ironbox math – We purchased ironbox math books for our math intervention class, but due to our first year implementation of ConnectEd and the curriculum conflict with ALEKS, we were not able to implement Ironbox math the way we hoped for.
 2. Power Math classes- Since there were too many students with huge curriculum gap, we could not have small size power math classes. Last academic year, our student demographic population has changed. We had 87% low income families. Students from various neighborhood schools joined our school with a huge Math curriculum gap.
 - **Identify barriers to full or timely implementation of the strategies identified above.**
 1. The barriers to full or timely implementation of the strategies were mentioned above.
 - **What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?**
 1. To mitigate those barriers, we focused on McGraw Hills curriculum and its online resources, which are ConnectED and Aleks. We also, created smaller Math intervention groups to provide a better support for students who needed extra help to meet Common Core Standards.
 - **What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?**
 1. Our Power Math classes were not as efficient and effective in meeting students' academic goals.
 2. Due to having many different resources which included iron box, we were unable to focus on one curriculum.

Strategies and Activities

- **Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?**
 1. We have implemented online resources from McGraw Hill publication and it has increased students' reading and comprehension skills. Our school's English proficiency scores increased from 41% to 44% in SBAC.

- **Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.**
 - **Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?**
 - Lack of effective follow-up or coaching to support implementation
 - Not appropriately matched to student needs/student population
 - **Based on the analysis of this practice, would you recommend:**
 - Eliminating it from next year's plan

Involvement/Governance

- **How was the SSC involved in development of the plan?**
 1. In 2015-16 school year, we held 4 SSC meetings to get parents', teachers' and students' inputs regarding development of the plan.

- **How were advisory committees involved in providing advice to the SSC?**

N/A

- **How was the plan monitored during the school year?**

The principal monitored the sessions and processes. He scheduled the meetings and made announcement regarding these meetings. He followed up the plan with staff in the staff meetings and shared updates with parents during Parent Task Force, coffee with the principal and school site council meetings.

- **What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?**

1. We need to hold more parent training meeting to ensure the parents are informed properly and engaged more for school events.

Outcomes

- **Identify any goals in the current SPSA that were met.**

1. We have increased our proficiency in SBAC 2015-2016 in ELA.
2. We have re-classified 18 out of 25 English learners.
3. We have provided afterschool tutoring for low achieving students at school.
4. We have provided supplemental educational services (private tutoring) at home for low achieving, low-income students

- **Identify any goals in the current SPSA that were not met, or were only partially met.**

- **List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.**

1. There was a decline in Math proficiency, from 26% to 25% in 2016 SBAC.

- **Based on this information, what might be some recommendations for future steps to meet this goal?**

Restructuring the math intervention programs at our school.

Analyzing data and placing the students in smaller intervention groups.

Administering more benchmark tests to drive instruction.

Monitoring student progress at all times and differentiating the math intervention program.

Hiring some teacher aides to provide more support for teachers and students.

Providing more training for parents and informing them about Common core standards and some resources for their children.

Starting a Saturday school for students who need extra academic support.

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-7

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-0117655

Principal: Fatih Metin

Date of this revision: 11/14/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Fatih Metin

Position: Principal

Telephone Number: (818) 886-0585

Address: 18355 Roscoe Blvd Northridge CA 91325

E-mail Address: fmetin@magnoliapublicschools.org

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance expectations and progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2016 ▪ Spring 2016 MAP test data ▪ Fall 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>Spring 2016 MAP Reading Test Data:</p> <ul style="list-style-type: none"> • 2nd (2 classes) – 34% met or exceeded standard • 3rd (3 classes) – 34% met or exceeded standard • 4th (2 classes) – 34% met or exceeded standard • 5th (2 class) – 34% met or exceeded standard <p><i>Summary:</i></p> <p><i>Upon analysis and discussion of the Spring 2016 MAP ELA data for grades second through fifth, we were surprised to see that each grade level performed at the same proficiency rate. We were concerned by the low level of proficiency across grade levels and discussed some possible reasons for this. One being the fact that the students took this assessment a week after finishing the SBAC. Despite our efforts to motivate and encourage, they were exhausted and tired of testing. We don't believe this data is an accurate picture of what our students are capable of doing.</i></p> <p><i>We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Campus aides will continue to provide classroom support.</i></p>

In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention.

SBAC ELA/Literacy Data 2016:

- 3rd – (76 students tested) 42% met or exceeded standard
- 4th – (56 students tested) 59% met or exceeded standard
- 5th – (51 students tested) 57% met or exceeded standard
- EL Subgroup:
 - 3rd - (21 students tested) 20% met or exceeded standard
 - 4th – (11 students tested) 9% met or exceeded standard
 - 5th - *fewer than 10 students in subgroup so no data posted
- IEP Subgroup:
 - 3rd – (13 students tested) 23% met or exceeded standard
 - 4th – *fewer than 10 students in subgroup so no data posted
 - 5th - *fewer than 10 students in subgroup so no data posted

Summary:

Upon analysis and discussion of the 2016 SBAC data for grades third through fifth, it has been concluded that all grades performed higher in the area of ELA than in Math. 4th and 5th grade scored higher than 3rd grade, mostly due to the fact that they have had more exposure to this test. Approximately half of the students tested performed at the proficient or advanced level in ELA.

We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Campus aides will continue to provide classroom support.

In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention.

	<p>Fall 2016 MAP Reading Test Data:</p> <ul style="list-style-type: none"> • 2nd (1 class) – 44% met or exceeded standard • 3rd (2 classes) – 29% met or exceeded standard • 4th (3 classes) – 30% met or exceeded standard • 5th (2 classes) – 36% met or exceeded standard <p><i>Summary:</i></p> <p><i>Upon analysis and discussion of the Fall 2016 MAP ELA data for grades second through fifth, it has been concluded that less than 50% of our students were able to perform at a proficient or advanced level on this assessment. Teachers and staff reviewed the results and came up with action plans for their classes and students to help ensure progress throughout the year. We now have a Data Manager who will assist admin and teachers with the data analysis process by implementing weekly and monthly grade level Data Ride discussions.</i></p> <p><i>We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Campus aides will continue to provide classroom support.</i></p> <p><i>In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention.</i></p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (201-17 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>ELD Coordinator Salary (from General Funding) with benefits</p>

<p>Action Step 2:</p> <p>The leadership(Data coordinator) team placed students into appropriate intervention groups and teachers will provide targeted ELA support and interventions.</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes.</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs</p> <p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will select reading intervention materials and resources</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	<p>Data coordinator difference (from General Funding)</p> <p>For MAP testing (from General Funding)</p> <p>\$83,520 for 5 TAs (36 week* 29 hours weekly* \$16*5) salaries they provide instructional help for low achieving students)</p> <p>\</p> <p><u>Supplementary Instructional Materials:</u></p> <ul style="list-style-type: none"> • Ticket to Read Intervention & Enrichment Computer Program(from General Funding) • Accelerated Reader Program (from General Funding) • Alexandria Software for Library System (from General Funding) <p><u>ELA related Professional Development:</u></p> <ul style="list-style-type: none"> • Kindergarten Association of California Conference Title II (\$500) • Wonders Curriculum Training McGraw Hill • Implementing Design Thinking Dr.Toutoule <p>Ntoya</p> <ul style="list-style-type: none"> • Whole Group Math/Language Arts Heidi Butkus
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<p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators.</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2016
- Spring 2016 MAP test data
- Fall 2016 MAP test data

What were the findings from the analysis of this data?

Spring 2016 MAP Math Test Data:

- 2nd (2 classes) – 21% met or exceeded standard
- 3rd (3 classes) – 26% met or exceeded standard
- 4th (2 classes) – 28% met or exceeded standard
- 5th (2 class) – 24% met or exceeded standard

Summary:

Upon analysis and discussion of the Spring 2016 Math MAP data for grades second through fifth, it has been concluded that all grades performed higher in the area of ELA than Math. Since this was true about our SBAC data as well, Math has been identified as our school's focus area for the current school year.

We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. A part-time Math Intervention teacher was hired and is working with students during pull out sessions focusing on math facts and students who scored in the basic range. Campus aides will continue to provide classroom support.

In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention. We have also partnered with CSUN to develop an arts integrated math curriculum to provide further enrichment and support to students. Teachers will also be attending more Math PD this school year.

SBAC Math Data 2016:

- 3rd – (75 students tested) 37% met or exceeded standards
- 4th – (56 students tested) 39% met or exceeded standards
- 5th – (50 students tested) 24% met or exceeded standards
- EL Subgroup:
 - 3rd (21 students tested) – 30% met or exceeded standards
 - 4th (11 students tested) – 9% met or exceeded standards
 - 5th – * fewer than 10 students in subgroup so no data posted
- IEP Subgroup:
 - 3rd (13 students tested) – 16% met or exceeded standards
 - 4th * fewer than 10 students in subgroup so no data posted
 - 5th * fewer than 10 students in subgroup so no data posted

Summary:

Upon analysis and discussion of the 2016 SBAC data for grades third through fifth, it has been concluded that students performed significantly lower in the area of Math than ELA. Since this was true about our MAP data as well, Math has been identified as our school's focus for the current school year.

We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. A part-time Math Intervention teacher was hired and is working with students during pull out sessions focusing on math facts and students who scored in the basic range. Campus aides will continue to provide classroom support.

In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention. We have also partnered with CSUN to develop an arts integrated math curriculum to provide further enrichment and support to students. Teachers will also be attending more Math PD this school year.

	<p>Fall 2016 MAP Math Test Data:</p> <ul style="list-style-type: none"> • 2nd (1 class) – 52% met or exceeded standard • 3rd (2 classes) – 25% met or exceeded standard • 4th (3 classes) – 28% met or exceeded standard • 5th (2 classes) – 33% met or exceeded standard <p><i>Summary:</i></p> <p><i>Upon analysis and discussion of the Fall 2016 MAP Math data for grades second through fifth, it has been concluded that less than 50% of our students, with the exception of 2nd grade, were able to perform at a proficient or advanced level on this assessment. It was observed that students did show an improvement across grade levels compared to the Spring MAP data. Teachers and staff reviewed the results and came up with action plans for their classes and students to help ensure progress throughout the year.</i></p> <p><i>We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. A part-time Math Intervention teacher was hired and is working with students during pull out sessions focusing on math facts and students who scored in the basic range. Campus aides will continue to provide classroom support.</i></p> <p><i>In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention. We have also partnered with CSUN to develop an arts integrated math curriculum to provide further enrichment and support to students. Teachers will also be attending more Math PD this school year.</i></p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>For MAP testing (From General Funding)</p>

<p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources.</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Math Tutor, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p>	<p>Part Time Math intervention teacher salary (From General Funding)</p> <p><u>Supplementary Instructional Materials:</u></p> <ul style="list-style-type: none"> • Building Blocks Intervention & Enrichment Computer Program (From General Funding) • ALEKS Intervention Computer Program (From General Funding)
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<p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests.</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in math.</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators.</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes.</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p>	<ul style="list-style-type: none"> • Art Integrated Math Program through CSUN (From Fundraisings) <p><u>Math Related Professional Development:</u></p> <ul style="list-style-type: none"> • Kindergarten Association of California Conference Title • My Math Curriculum Training McGraw Hill • Implementing Design Thinking Dr.Toutoule <p>Ntoya</p> <ul style="list-style-type: none"> • Whole Group Math/Language Arts Heidi Butkus
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<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need:</p> <p>To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. ▪ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data from 2015 ▪ CELDT results 	<p>What were the findings from the analysis of this data?</p> <p><u>SBAC ELA/Literacy Data 2016:</u></p> <ul style="list-style-type: none"> • EL Subgroup:

<ul style="list-style-type: none"> ▪ EL re-classification rates 	<ul style="list-style-type: none"> ▪ 3rd - (21 students tested) 20% met or exceeded standard ▪ 4th - (11 students tested) 9% met or exceeded standard ▪ 5th - * fewer than 10 students in subgroup so no data posted <p><u>CELDT Results 2015-2016:</u></p> <ul style="list-style-type: none"> • Total Number Students Tested: 91 students • K (13 students tested) - 4 annual & 9 initials; 1 student at Beginning Level, 2 students at Early Intermediate, 4 students at Intermediate Level, 6 students at Early Advanced Level • 1st (10 students tested) – 10 annual; 3 students at Early Intermediate, 3 students at Intermediate Level, 3 students at Early Advanced Level, 1 student at Advanced Level • 2nd (17 students tested) – 16 annual & 1 initial; 1 student at Beginning Level, 2 students at Early Intermediate, 8 students at Intermediate Level, 4 students at Early Advanced Level, 2 students at Advanced Level • 3rd (24 students tested) – 24 annuals; 5 students at Early Intermediate, 14 students at Intermediate Level, 4 students at Early Advanced Level, 1 student at Advanced Level • 4th (15 students tested) - 14 annuals & 1 initial; 1 student at Beginning Level, 4 students at Early Intermediate, 7 students at Intermediate Level, 2 students at Early Advanced Level, 1 students at Advanced Level • 5th (12 students tested) – 12 annuals; 3 students at Intermediate Level, 7 students at Early Advanced Level, 2 students at Advanced Level <p><u>EL Reclassification Rates 2015-2016:</u></p> <ul style="list-style-type: none"> • Total Number Students Tested: 91 students • Number of Students Reclassified: 17 students • 2015-2016 Reclassification Rate: 18.6% <ul style="list-style-type: none"> ▪ 1st grade – 2 students ▪ 2nd grade – 4 students ▪ 3rd grade – 2 students ▪ 4th grade – 3 student ▪ 5th grade – 6 students
<p>How will the school evaluate the progress of this</p>	<p>Where can a budget plan of the proposed</p>

<p>goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1:</p> <p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.</p> <p>Task 1:</p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers.</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule.</p> <p>Task 3:</p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments.</p> <p>Task 4:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions.</p> <p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed.</p> <p>Task 2:</p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i></p> <p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks.</p> <p>Task 2:</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Full Time EL Coordinator and Teacher Salary (full Salary from General Funding)</p> <p>EL Related Professional Development:</p> <ul style="list-style-type: none"> ● CELDT STOT Training ● ELD Standard Framework with Dr. Collier MPS Symposium ● Universal Design with Dr. Wendy Murawski MPS Symposium ● Intro to CHATS Framework with N. Vasquez MPS Symposium ● LACOE Workshop – ELD & SDAIE ● GLAD Conference

<p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators.</p> <p>Task 3:</p> <p>Teachers will collaborate on assessment results and make necessary adjustment in their instruction.</p> <p>Task 4:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>Task 5:</p> <p>The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>
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PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

LEA GOAL:

Charter School will provide each immigrant student with necessary resources and counseling to support their needs.

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

- Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs.

What data did you use to form this goal?

- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates
- CoolsIS information on student enrollment, grades, and behavior

What were the findings from the analysis of this data?

We currently have 11 immigrant students enrolled in our school.

- K – Guatemala – Spanish – Initial US enrollment 8/16/16 - **TBD**
- K – Egypt – Arabic - Initial US enrollment 8/16/16 - **TBD**
- K – Egypt – Arabic - Initial US enrollment 8/18/15 - **EL**
- 1st grade – Mexico – Spanish - Initial US enrollment 8/12/14 – **EL**
- 3rd grade – El Salvador – Spanish - Initial US enrollment 9/19/16 – **TBD**
- 3rd grade – Syria – Arabic - Initial US enrollment 8/25/14 – **TBD**
- 3rd grade – Syria – Arabic - Initial US enrollment 8/25/14 – **TBD**
- 4th grade – Egypt – Arabic - Initial US enrollment 8/18/15 – **EL**
- 4th grade – Turkey – Turkish - Initial US enrollment 8/16/16 – **TBD**
- 5th grade – Nigeria – English – Initial US enrollment 8/16/14 - **EO**
- 5th grade – Egypt – Arabic - Initial US enrollment /29/14 - **EL**

Supports Needed:

- EL Instruction & Intervention (if non EO)
- Counseling services to help with changes and transitions
- Support, training & resources for parents
- Community resources as needed
- Free or reduced lunch if family qualifies
- Teacher Aides to provide support in the classroom
- After school tutoring, child care (ARC),
- Curriculum supports such as classroom novels and other books on tape, versions of the adopted curriculum in other languages

<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1:</p> <p>Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials.</p> <p>Task 1:</p> <p>Charter School will identify the immigrant students and their needs.</p> <p>Task 2:</p> <p>Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students.</p> <p>Task 3:</p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least semester.</p> <p>Action Step 2:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students.</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, School Culture Coordinator, Translator Counselor Payments, RTI coordinator, EL coordinator, Leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p> <p>Dean of Culture, RTI coordinator, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <ul style="list-style-type: none"> • EDGE Coaching – 2 staff members; student coaching to address students' various needs. (for the training one to one or group counseling)(From General Funding) • Translators provided during the parent teacher conferences, SST, IEP and Community Meetings. (From General Funding) • CSUN counselors addressing various needs of the students including remedies of immigration anxiety.(Yearly cost is about \$7000 is from General Funding)

<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL:</p> <p>For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need:</p> <p>To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>All of our teachers are highly qualified and received a degree and credential that authorizes them to teach in a multi-subject, general education setting which includes supporting and meeting the needs of EL students and students with an IEP. We currently have 6 teachers who hold a clear credential and 5 teachers who are enrolled in an induction program to complete the required coursework in order to receive their cleared credential. The LEA is supporting this process financially and through coaching as needed.</p> <p>In order for our teachers to remain up to date with the latest changes and advancements in education, they are encouraged to seek out and attend professional development. Administration also recommends PD opportunities as needed to promote professional growth. Some of the attended professional development are:</p> <ul style="list-style-type: none"> • Capturing Kids’ Hearts 3-day Workshop – 3 staff members; social/emotional care for students & classroom management strategies • COP3 Special Education Summit – RSP teacher and administrator; strategies and programs to use for SPED students in the GED setting • MPS Admin and Staff Inservice Days – occurring before the start of the school; included PD on PBIS support, Co-teaching models, etc. • EDGE Coaching – 3 staff members; student coaching to help students develop their executive functioning skills • California Department of Education – Dean of Academics; SBAC and ELPAC updates • Admin Meetings – principal and dean; monthly meetings/trainings with Home Office staff • Staff Meetings - monthly
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.		
Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p>	<p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
<p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p> <p>Task 1: Charter School will schedule PD in abovementioned areas.</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol.</p>	<p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	
<p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment.</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2.</p> <p>Task 2: Charter School will schedule PD in areas of need.</p>	<p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	
<p>Action Step 4: Charter School will evaluate its teachers for their performance.</p>		

<p>Task 1:</p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation.</p> <p>Task 2:</p> <p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results.</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action.</p>		
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

MSA-7 has built a safe learning environment conducive to student learning.

- School has maintained an ADA rate of at least 95% for most months since inception.

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2010-2011	98	97	95	95	94	93	96	95	97	95
2011-2012	98	97	97	95	97	95	96	96	97	98
2012-2013	98	97	96	97	97	94	95	96	97	97
2013-2014	98	97	97	97	95	96	96	96	97	96
2014-2015	98	98	97	97	96	93	96	96	96	95
2015-2016	98	98	96	96	96	95	94	96	96	96
2016-2017	97	96	98							

- School currently has a chronic absenteeism rate of approximately 1%. Dean of Students is working with parents of these students to create action plans to help them ensure their children are here every day and on time.
- School maintains a dropout record of 0%.
- School maintains a suspension and expulsion record of 0%. Monthly suspension reports are submitted to the District by the Dean of Students.
- School maintains a satisfaction rating of 98% as determined by 2015-2016 parent, student, and staff surveys results.
- School holds a minimum of 5 parent activities and events each

school year. Below is a list of the activities/events planned for the 2016-2017 school year:

- Parent & Student Orientation/Teacher Meet and Greet
 - Chuck E Cheese Family Nights
 - Back to School Night
 - Parent Conferences – October 2016 & March 2017
 - Fall Family Festival
 - International Day Festival
 - Winter Show
 - Science Fair Parent Meeting/Training
 - RFEP Parent Meeting
 - 5th Grade Parent Meeting
 - Family Night (Open House, Science Fair, Book Fair, Science Expo, Art Night)
 - Kindergarten Orientation
 - Volunteer Thank You Tea
 - Drama Club Spring Production
 - Monthly Parent Task Force (PTF), English Language Advisory Council (ELAC) and School Site Council (SSC) Meetings that also include parent training sessions
 - Monthly Awards Assemblies
- School set a goal of visiting at least 30% of student's home through the Home Visit program. At this point in the school year, 15% of our families have received a Home Visit. The School Culture Coordinator oversees this program by assisting staff with paperwork, setting up visits, and keeping track of all completed visits in the Home Visit Binder.

Student's needs are supported through a variety of different programs and support staff.

- **Physical** – breakfast & lunch provided daily, 76% of enrolled students receive free or reduced lunch; daily supervised recess and lunch activity time (30 minutes per day); weekly grade level, standards-based PE classes provided to all students; weekly grade level, standards-based Health classes provided to all students; vision and health screenings done periodically and as needed; annual Health and Fitness Week; annual Community Fitness Expo and 5K
- **Social** – school wide Character Education program; Social Skills Group led by Mitchell Family Clinic; after school Clubs to promote socializing; ARC after school program; EDGE coaching
- **Emotional** – counseling program open to all students, led by Mitchell Family Clinic; counseling for SPED students with social/emotional IEP goals; Dean of Students is certified in Mental Health First Aid to support students as needed; staff trained by Dean of Students in Capturing Kid's Hearts program; EDGE coaching
- **Intellectual** – all teachers are highly qualified and participate in professional development to continue their growth in reaching all students of all intellectual ability. Multiple programs available to support and enrich student achievement:
 - After school tutoring led by teachers
 - EL Intervention with EL teacher (pull-out and push-in support)

	<ul style="list-style-type: none"> ▪ Math Intervention teacher (pull-out support) ▪ RSP support with RSP teacher (pull-out and push-in support) ▪ RTI & SST process as needed ▪ GATE recommendations for Identification from the District ▪ EDGE Coaching to help develop executive functioning skills 	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p> <p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS).</p> <p>Task 1:</p> <p>Charter School will implement PBIS and alternatives to suspension.</p> <p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring.</p> <p>Action Step 2:</p> <p>Charter School will offer Life Skills program to supplement instruction. (2015-16 school year)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-</p>	<p>Person(s) Responsible</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Student awards Fundraising & Donations</p> <p>Health Class and School WIDE Character Education Program (Funded by General Funding)</p>

<p>economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3:</p> <p>Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences.</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences.</p> <p>Task 2:</p> <p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy.</p> <p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>	<p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Parent workshops related to safety, health, and cyber bullying. Title I (\$800)</p> <p>Home visit Reimbursement Title I (\$10,000)</p>
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<p>PERFORMANCE GOAL 5: All students will graduate from high school. Not applicable for MSA-7</p> <p>LEA GOAL: NA</p> <p>Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.</p> <p>Identified Need:</p> <p>To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ Charter School will maintain a dropout rate of no more than 1%. ▪ Charter School will maintain a four-year cohort graduation rate of at least 75%. ▪ At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. ▪ At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports ▪ 4-year plans ▪ Class schedules and rosters ▪ College Board reports 	<p>What were the findings from the analysis of this data?</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>Action Step 1:</p> <p>Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements.</p> <p>Action Step 2:</p> <p>Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation.</p> <p>Action Step 3:</p> <p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p>Action Step 4:</p> <p>Charter School will offer "Advisory" classes (college</p>	<p>Person(s) Responsible</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)	Academics, leadership team	
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support</p> <p>MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</p>	Ongoing	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	\$37,310 for the Consortium	Title III-LEP

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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFE funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFE funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$84,709	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,127	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Fatih Metin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Rivera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gilbert Yoon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kayleigh Atwater	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veronica Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miriam Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carla Bautista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oana Rosu (SSC President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grace Sullivan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Villegas Griselda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee *Antu Pablla* _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 12/4/2015.

Attested:

Fatih METIN
Typed name of School Principal

Fatih Metin
Signature of School Principal

12/5/2016
Date

Oana Rosu
Typed name of SSC Chairperson

Oana Rosu
Signature of SSC Chairperson

12-05-16
Date

This part will be reflection of the top according to title incomes.

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$84,709	Title I, Part A	\$84,709	\$0.00
\$1,127	Title II	\$1,127	\$0.00
\$0	Title III, LEP	*A total of \$37,310 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0	Title III, Immigrant	\$0	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	
Classified Personnel Salaries	2000-2999	\$83,520
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$627
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$12,093
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 5 ELA Instructional Assistants	Classified Personnel Salaries	2000-2999	\$41,760	
Action Step 2: Ticket to Read	Prof. Services and Operating Expenditures	4000-4999	General Funding	
Action Step 3: Saturday School	Certificated Personnel Salaries	1000-1999	General Funding	
Action Step 4: Novels	Books and Supplies	4000-4999	General Funding	
Action Step 5: Accelerated Reader	Books and Supplies	4000-4999	General Funding	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999	\$41,760	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Math intervention teacher and teachers tutoring fee	Certificated Personnel Salaries	1000-1999	General Funding	
Action Step 2: 5 ELA Instructional assistants	Books and Supplies	2000-2999	\$41,760	
Action Step 3: Saturday School	Certificated Personnel Salaries	1000-1999	General Funding	
Action Step 4: Math intervention program Building Blocks	Books and Supplies	4000-4999	General Funding	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999	\$41,760	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD coordinator/ teacher	Classified Personnel Salaries	2000-2999	Full salary from General Funding	Full salary from General Funding
Action Step 2: Teacher Training Books	Books and Supplies	4000-4999		\$627
Action Step 3: PDs in ELD support and interventions	Prof. Services and Operating Expenditures	5800		\$500

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		\$627
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$500
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling. Coaching/counseling services	Prof. Services and Operating Expenditures	5800		General Funding
Action Step 2: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800		General Funding

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		General Funding
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: PD in areas of need, Some BTSA and Various PD's which are mentioned above.	Prof. Services and Operating Expenditures	5800		General Funding

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$689 is from Title 1 and the rest is from General funding	
Action Step 2: Home-visit stipends	Prof. Services and Operating Expenditures	5819	\$10,000	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$10,689	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school. Not applicable for MSA—7.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELA teacher for 10% 1 math teacher for 10%	Certificated Personnel Salaries	1000-1999		
Action Step 2: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SPSA ANNUAL EVALUATION

Plan Priorities

The SSC met and evaluated the 2015-16 SPSA on November 16, 2016 and approved the 2016-17 SPSA. The following are highlights from the annual evaluation:

- The top priority in the current SPSA is the intervention programs for our students. MSA-7 teachers will continue to provide targeted CCSS aligned ELA and math intervention during the weekly tutoring hours, math intervention programs . MSA-7 also has 5 Teacher Aids which provides small group and individualized help to the students with various needs. MSA-7 has hired a full-time EL coordinator to oversee implementation and effectiveness of the ELD programs. MSA-7 also assigned data coordinator to monitor student growth using student achievement and growth data, disaggregate and analyze data and train and monitor teachers in use of data to inform instruction.
- MSA-7 utilizes Building Blocks as its main math intervention curriculum. The program provides targeted instruction to students at their level. For reading support, the school has been using Accelerated Reader and Ticket to Read successfully and will expand the program into elementary grades. Wonders curriculum for elementary also provides additional intervention materials for our students in ELA. We will explore the Art -Math integrated program for math intervention in our elementary grades. MSA-7 will evaluate the effectiveness of our new elementary curriculum by the end of the school year.

- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA-7 uses a teacher coaching and evaluation protocol to support our teachers' instructional practices and identify areas for growth. Teachers participate in MPS-wide professional development days as well as site-based PD. The school will continue to support teacher PD activities.
- Home visits have been greatly appreciated by our parents in the past years and helped improve family-school connectedness. Therefore, encouraging our teachers to make home visits is a priority in the new SPSA.



AGENDA

MEETING: School Site Council

DATE: November 29, 2016 / 29 de noviembre de 2016

LOCATION: Room D106

- I. Opening Items / Elementos de apertura**
 - a. Record Attendance; Call to Order; Approval of Agenda; Public Comment / Asistencia récord; Llama para ordenar; Aprobación del orden del día; Comentario público**
- II. Action Items / Elementos de acción**
 - a. Election of Officers (Chair, Vice-Chair; Clerk) / Elección de Oficiales (Presidente, Vicepresidente, Secretario)**
 - b. Review and Update School Safety Plan / Revisar y actualizar el plan de seguridad escolar**
 - c. Review the finding from 2015-16 SPSA / Revisar el hallazgo de 2015-16 SPSA**
 - d. Review and Update SPSA for 2016-17 / Revisar y actualizar SPSA para 2016-17**
- III. Closing Items / Artículos de Cierre**
 - a. Next meeting date / Fecha de la próxima reunión**
 - b. Adjourn meeting / Aplazar la reunión**

CELEBRATING 15 YEARS OF EXCELLENCE IN EDUCATION

6411 Orchard Ave. Bell, CA 90201 | (323) 826-3925 | www.msa8.magnoliapublicschools.org



School Site Council Meeting

DATE: 11/29/16

Parent/Guardian Name Nombre del Padre/Tutor	Student Name Nombre del Estudiante	Phone Number Numero de Telefono	Grade Group Grado y Grupo
Lauren Yao	Physical Education		
Mayra Leyva	Para professional		
Evelyn Avelar	Student		8-E
Jennifer Flores	Student		6-D
Leonina Lira	Student		6-E
Georgina Velasco	Jose Luis Briseno	(323) 456-9824	6-A
Elsamar Zurita	Josue A Ponce	323-773-2715	G.C.
Abigail Fernandez	student		6-A
Daniel Cortez	Mesic		
David Garner	Dean of Students		
Stephanie Diaz	Student		7-D
Jason Hernandez	Principal		

CELEBRATING 15 YEARS OF EXCELLENCE IN EDUCATION



Single Plan for Student Achievement at Magnolia Science Academy Bell 2016-2017		
Goals & Details		Metas y detalles
MSA Bell provides ACADEMIC EXCELLENCE to all students.	MSA Bell provides ACADEMIC EXCELLENCE to all students.	MSA Bell ofrece excelencia académica para todos los estudiantes.
Overarching Goal #1	Overarching Goal #1	COST
MSA Bell promotes academic excellence with English Learners by providing research-based supports to increase the EL reclassification rate by 5% from the previous year.	MSA Bell promueve la excelencia académica con los Aprendices del Inglés al proporcionar apoyos basados en la investigación para aumentar la tasa de reclasificación de EL en un 5% del año anterior.	ELD Coordinator; Fast ForWord; After-school and Saturday student support \$110,804.00
MSA Bell promotes INNOVATION amongst all students.	MSA Bell promueve la innovación entre todos los estudiantes.	
MSA Bell promotes innovation by providing social-emotional supports for English Learners, Migrant, Foster Youth, and Homeless student as measured by ADA of 95% or better.	MSA Bell promueve la innovación proporcionando apoyos socio-emocionales para estudiantes de inglés, inmigrantes, jóvenes adaptivos y estudiantes sin hogar según lo determinado por ADA del 95% o mejor.	CSUN; Professional Development for teachers \$6,000.00
MSA Bell builds CONNECTIONS amongst all stakeholders in the community	MSA Bell construye CONEXIONES entre todos los interesados en la comunidad	
MSA Bell builds connections amongst all stakeholders in the community to empower families by offering opportunities for involvement, both at school and home, as measured by a parent satisfaction rating of 90% or higher.	MSA Bell construye conexiones entre todas las partes interesadas de la comunidad para empoderar a las familias ofreciendo oportunidades de participación, tanto en la escuela como en el hogar, según lo determinado por un índice de satisfacción de padres de 90% o más.	Dean of Culture; Parent College; Food; Home Visits \$88,940.00
Title 1 Total		\$205,744.00

Single Plan for Student Achievement



Magnolia Science Academy Bell
HOME OF THE WOLVES
2016-2017



The Single Plan for Student Achievement

School: Magnolia Science Academy Bell

District: Magnolia Science Academy Bell, authorized by LAUSD

County-District School (CDS) Code: 19-647330122747

Principal: Jason Hernandez

Date of this revision: November 29, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Jason Hernandez
Position:	Principal
Telephone Number:	323-826-3925
Address:	6411 Orchard Ave., Bell, CA 90201
E-mail Address:	jhernandez@magnoliapublicschools.org

The District Governing Board approved this revision of the SPSA on _____.



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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
MSA Bell promotes academic excellence to all students.
SCHOOL GOAL: ____ (Goals should be prioritized, measurable, and focused on identified student learning needs.)
MSA Bell promotes academic excellence with English Learners by providing research-based supports to increase the EL reclassification rate by 5% from the previous year.

What data did you use to form this goal? SBAC, CELDT, MAP, Parent Survey	What were the findings from the analysis of this data? Parent survey shows they want more supports offered for English Learners. MAP and SBAC data show that English Learners are scoring at low levels of proficiency (96%).	How will the school evaluate the progress of this goal? Increase EL reclassification rate by 5% from previous year. Where can a budget plan of the proposed expenditures for this goal be found? SPSA Budget Tool
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STRATEGY: Employ research-based supports to increase EL reclassification rates.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Employ EL Coordinator at school site to oversee ELD program.	Principal	Selecting and hiring an EL Coordinator based on qualifications. EL Coordinator is responsible to implement and monitor the ELD program.	\$59,766, Title 1 (staffing)

<p>Identify struggling readers and identify, screen and select a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.</p>	<p>Teachers ELD Coordinator Grade Level Chairs Dean of Academics Principal</p>	<p>Collect and analyze school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.</p>	<p>\$10,500, Title 1 Fast Forward</p>
<p>Provide Supplemental Educational Services in the areas of ELA and Math to provide support for English Learners and struggling students</p>	<p>Teachers ELD Coordinator Grade Level Chairs Dean of Academics Principal</p>	<p>Collect and analyze school-level summative and formative ELA and English learner data; identify students from each grade level for interventions and their specific needs.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based intervention programs that are designed to meet individual needs of struggling students and English learners.</p> <p>Two teachers assigned per grade level to assist in the areas of ELA and Math to offer 4 hours a week of additional support to ELs and struggling students.</p>	<p>\$40,538, Title 1 (After-school support and Saturday School/Stipend will be used for Teachers)</p>

LEA GOAL:
MSA Bell promotes innovation amongst all students.
SCHOOL GOAL: ____ (Goals should be prioritized, measurable, and focused on identified student learning needs.)
MSA Bell promotes innovation by providing social-emotional supports for English Learners, Migrant, Foster Youth, and Homeless student as measured by ADA of 95% or better.

<p>What data did you use to form this goal? SBAC, MAP, Parent Survey, Stakeholder input</p>	<p>What were the findings from the analysis of this data? Attendance issues occur when students do not feel safe or comfortable at school. In order to encourage attendance for Foster Youth, Migrant students, homeless students, and English Learners, social-emotional supports are needed.</p>	<p>How will the school evaluate the progress of this goal? ADA of 95% or higher based on CALPADS reporting</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? SPSA Budget Tool</p>
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STRATEGY : Employ research-based social-emotional supports to assist all students in need.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Counseling Services	Mitchell Family Clinic School Psychologist Office Manager Dean of Students Dean of Academics Principal	Collect and analyze data relating to incidents of reported bullying, self-harm, sadness, negative behaviors, etc. Placement of students in appropriate interventions based on needs analysis.	\$2,000, Title 1 (\$3,500, might be more realistic)

<p>Professional Development in the area of Social-Emotional Development (this includes resource materials)</p>	<p>Teacher Leaders Dean of Students Dean of Academics Justice League Principal</p>	<p>Based on the needs assessment, provide training to all staff members on the major issues impacting school culture. Conduct and implement research-based strategies that support Social-Emotional Development, including Restorative Practices.</p>	<p>\$4,000, Title 1 (professional development and materials)</p>
--	--	--	--

LEA GOAL:

MSA Bell builds connections amongst all stakeholders in the community.

SCHOOL GOAL: ____ (Goals should be prioritized, measurable, and focused on identified student learning needs.)

MSA Bell builds connections amongst all stakeholders in the community to empower families by offering opportunities for involvement, both at school and home, as measured by a parent satisfaction rating of 90% or higher.

<p>What data did you use to form this goal? Parent Survey, Stakeholder input</p>	<p>What were the findings from the analysis of this data? Families are seeking opportunities to be involved and be better prepared to support their children in their academic endeavors, Social-Emotional Development, and betterment of the home-school relationship.</p>	<p>How will the school evaluate the progress of this goal? 90% or better parent satisfaction rating on school survey</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? SPSA Budget Tool</p>
---	--	---

STRATEGY: Create community awareness in order to empower families.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Employ Dean of Culture to serve as a community liaison.</p>	<p>Principal</p>	<p>Selecting and hiring Dean of Culture based on qualifications. Dean of Culture is responsible to implement, monitor, and grow programs to strengthen the home-school-community relationship.</p>	<p>\$72,000, Title 1 (staffing)</p>
<p>Parent College</p>	<p>Teachers Dean of Culture</p>	<p>Parent college is a once a month workshop lead by MSA Bell teachers to provide resources and information to parents about pathways to college. Empowers parents with basic skills to navigate college application process.</p>	<p>\$15,000, Title 1 (stipend for teachers and coordinator; training; food)</p>

<p>Home Visits</p>	<p>Paraprofessionals Teachers Instructional Coaches Dean of Culture Dean of Students Dean of Academics Principal</p>	<p>In order to build home-school connections, staff visits families in their own homes to encourage dialogue, share resources, and provide support outside the traditional school setting.</p>	<p>\$1,940, Title 1</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1) *MSA Bell promotes academic excellence with English Learners by providing research-based supports to increase the EL reclassification rate by 5% from the previous year.*

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staff appropriate ELD Coordinator to meet LEA needs.	Fall 2016	\$60,000	\$59,766	Title 1
Identify struggling readers through collection of data from various resources.	Fall 2016			
Purchase research-based reading program to provide support.	Fall 2016	\$10,500	\$10,500	Title 1
Provide supplemental educational services in the area of Math and ELA by staffing teachers for after-school and Saturday school.	Fall 2016 Jan. 2017	\$40,538	\$40,538	Title 1

School Goal #: 2) *MSA Bell promotes innovation by providing social-emotional supports for English Learners, Migrant, Foster Youth, and Homeless student as measured by ADA of 95% or better.*

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Acquire counseling services through Mitchell Family Clinic (CSUN) and identify students that have a need for counseling such as English Learners,	Fall 2016 On-Going	\$2,000	\$2,000	Title 1

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

Migrant, Foster Youth, and Homeless.				
Provide professional development in the area of social-emotional development. (ex. Dr. Gale Gorke)	Fall 2016 On-Going	\$4,000	\$4,000	Title 1
Promising practices will be highlighted during Wednesday staff meetings and other PD opportunities.	Fall 2016 On-Going			

School Goal #: 3) MSA Bell builds connections amongst all stakeholders in the community to empower families by offering opportunities for involvement, both at school and home, as measured by a parent satisfaction rating of 90% or higher.

Actions to be Taken to Reach This Goal ⁵ (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staff and continually develop the position of Dean of Culture.	Fall 2016	\$72,000	\$72,000	Title 1
Recruit and train teachers to lead parents through Parent College	Fall 2016			
Provide monthly training for parents through Parent College to develop a college focused learning community. Food will be provided to encourage attendance.	Fall 2016 Spring 2017	\$15,000	\$15,000	Title 1
homes visits will be conducted by all staff members to encourage dialogue, share resources, and provide support outside the traditional school setting.	Fall 2016 On-Going	\$1,940	\$1,940	Title 1

⁵ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$202,691.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ⁷
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$202,691.00	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

⁷ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁸ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jason Hernandez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esteban Quiroz, 6th Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Yao, PE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corina Hernandez, 8th Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danny Cortez, Music	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mayra Leyva, Paraprofessional	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgina Velasco (Jose B. 6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Estela Ledezma (Marcelino L. 6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elsamar Zurita (Josue P. 6C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Lobatos (Selena L. 7C & Luis L. 6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evelyn Avelar (8E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stephanie Diaz 7D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Abigail Fernandez 6A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jennifer Flores 6D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leonira Lira 6E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	4	5

⁸ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

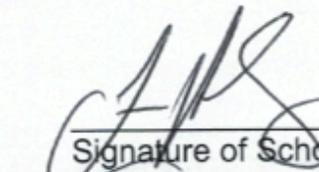
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Trayb (Dean of Academics) Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: Nov. 29th, 2016

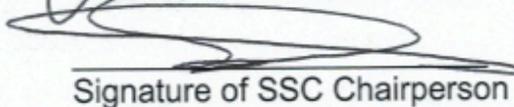
Attested:

Jason Hernandez
Typed name of School Principal


Signature of School Principal

11/29/16
Date

Stephanie Diaz
Typed name of SSC Chairperson


Signature of SSC Chairperson

11/29/16
Date

Form F: Budget Planning Tool**Budget Summary:**

Fiscal Year Allocation for Funding Source	Funding Source	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$202,691.00	Title I, Part A	\$202,691.00	
\$2,451.00	Title II	\$2,451.00	
\$485	Title III	\$0	\$0

Budget/Resource Code Description	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certified Personnel Salaries	1000-1999	\$172,304.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$10,500.00
Services and other Operating Expenditures	5000-5699	\$15,000
Transfers of Direct Cost	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$6,000.00
Communications	5900	\$1,940.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other _____
 -
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Form G: Single Plan for Student Achievement Annual Evaluation

Plan Priorities
<ol style="list-style-type: none"> 1. Identify the top priorities of the current SPSA. <ol style="list-style-type: none"> a. We will investigate the ability to register for 11 more seat in the FastForward, using general funds. b. We will investigate more opportunities to add enrichment before school, especially our subgroups, like ELL students. c. We will investigate the opportunity to integrate more art. This might be something that will be looked at further and plan for full implementation next year. d. Providing training to teachers to identify and handle social-emotional development and support for classroom management.
<ol style="list-style-type: none"> 2. Identify the major expenditures supporting these priorities. <ol style="list-style-type: none"> a. 11 more seats for FastForward would cost \$3,080. b. In order to accommodate additional enrichment periods in the morning before school, an additional staff member will be needed. The cost is still yet to be determined. c. The implementation of art will require research and time spent to identify the different trainings required for teachers and scheduling modifications to the bell schedule that will need to be made for full implementation. Cost is yet to be determined. d. There is current training and support that will be provided for classroom management and monies are allocated through title 1. In regards to the social-emotional development of our students, this is ongoing through various trainings provided by the administration team, specifically our Dean of Students. Further training in this area is currently under investigation and will need some time to determine the cost of implementation school-wide.
Plan Implementation
<ol style="list-style-type: none"> 1. Identify strategies in the current SPSA that were fully implemented as described in the plan. <ol style="list-style-type: none"> a. All curriculum and teacher lesson plans are common core state standard aligned. This is verified through classroom observation and review of weekly lesson plans that are submitted. b. Morning enrichment program through the web-based program, Fast Forward, has been operating since the start of the school year. It is continual producing results, with the goal to make it accessible for more students. c. We currently use MAP testing data to establish benchmarks and evaluate student learning. This is used in the areas of math, reading and comprehension and literacy skills. The teachers' analysis the data that is provided in order to guide their lesson planning. We have also start Smarter Balance Interim Assessment and analyzing the results in order to guide lesson planning. d. Language Department has added a new EL Coordinator. Through combined efforts with the administration team and other members, we have been able to identify English Language Learners and develop a program for re-classification and language acquisition. We have been able to reclassify 31% of our ELL and continue to work to develop the necessary language skills of our other students by providing pullout and in class support and training for our teachers.

- e. This year, we have been able to provide Highly Qualified Teachers for all our content areas. In order to continually stay current with the ever-changing educational standards and programs, various trainings have been established for support of our subgroups such as English Language Learners and Students with Learning Disabilities. Trainings include implementation of language and literacy skills in all content areas and support in the area of classroom management by specifically identifying the teachers and areas of need, which were identified through classroom observations.
- f. In the area of school culture, the Dean of Culture has been able to conduct workshops that are geared to support, educate and empower parents to best meet the needs of their child. The Dean of Culture makes various home visits, specifically to our subgroups in order to provide much necessary support in the area of academics and provide resources in areas as needed. Staff members are encouraged to conduct home visits and it is on going throughout the year. Workshops are also on going and geared towards the needs of the parents through the feedback that is provided.

2. Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - a. Total Education Solutions has not been utilized at this point. At the end of the semester, students with the most need in the areas of Language Arts and Mathematics will be identified and home enrichment will be offered in the area of need.
 - b. Math enrichment was implemented, however, we had turnover with this position. Currently, we are working to establish stability in this area and collaborating with universities that have credential programs in order to provide consistency and quality teachers especially in the fields of math and science. The impact of this will be assessed at the end of the year, with test results such as MAP and CAASPP.
 - c. The EL Coordinator sponsored by the Title III consortium is currently working with many schools in the development of observation and feedback to help improve the support of this subgroup. The barrier to full implementation is that other schools have been identified with more areas of need. This has delayed some of the goals of this position. Within our school, we have a EL Coordinator that will assist in the areas of observation and feedback in order to support students that are English Language Learners. Data at the end of the year will be assessed and program evaluated based on the results.
 - d. Professional Development for teachers in the area of supporting immigrant students will be investigated further and a game plan established to offer the necessary supports. Our Office Manager and EL Coordinator has identified these students and awareness has been given to teachers and support staff in order to make necessary accommodations to ensure appropriate supports for success. EL Coordinator will evaluate their progress throughout the year in the different areas of academia to ensure that growth is happening. Dean of Students worked with the students to provide additional social-emotional supports, including conflict mediation.

Strategies and Activities

1. Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - a. The collaboration between our EL Coordinator and Language Literacy Coach was instrumental in the success of re-classifying 31% of our EL students. Both educators provided classroom support for teachers in the area of language arts. The support includes strategic planning of lessons plans to use strategies that support EL students such as

sentence frames, Socratic method of questioning that focuses on appropriate language level, leveled readings, etc. Both teachers were instrumental in dialoguing the importance and reason for CELDT testing. The added information assisted to engage students and form the necessary “buy-in” to our goals of re-classification.

- b. Fast Forward is a program that has been used for the past 2 years. This program is adaptive to the level and needs of the student. Furthermore, the program collects necessary data in order to understand the language needs of every individual student. This information is used by teachers in order to formulate lesson plans that will best meet the needs of all students.
- c. Co-Teaching model. Our students that are ELL are placed in our co-teaching model classrooms. The core subject of math and English have 2 credential teachers in the content area and SPED. The added educator has been instrumental in providing support to ensure academic achievement of all subgroups, including our EL. The other subjects have a paraprofessional that assist in providing the support necessary to ensure academic success.

2. Identify those strategies or activities that were ineffective or minimally effective in the improving student achievement.

- a. Our math enrichment program has been a struggle in the process of providing the necessary support to obtain growth. However, more data is still necessary in order to make this assessment. The lack of support by maintaining a teacher consistent in this teaching area is of concern. **RECOMMENDATIONS:** Human Resource and the administration team are currently developing a plan to maintain high performing teachers for longevity. Part of the investigation includes fair monetary compensation and the collaboration with teaching programs to identify how to best meet the needs of struggling students and fill positions in areas of need, such as math and science.
- b. Funding was not available for the additional 11 seats for the Fast Forward program. We will look into additional funding for the next school year.

Involvement/Governance

1. How was the SSC involved in development of the plan?

- a. Members of SSC were elected to review and understand the programs in place at MSA Bell. The various meetings allowed for collective dialogue from all stakeholders. Executive officers from the elected student council were invited to share student input with the SSC. Engaging stakeholders on the effective evaluation of the program still needs further development.

2. How were advisory committees involved in providing advice to the SSC?

- a. Advisory Committees such as ELAC will host a meeting prior to SSC. This has allowed for more parents to attend and remain for both meetings in order to ensure that their voices are heard across the various committees. There are also members of both committees that attend and are able to relay and understand the needs of various subgroups within the school community.

3. How was the plan monitored during the school year?

- a. Data is collected using various methods such as MAP, Interim Smarter Balance Assessment, etc. are used in order to guide lesson plans and inform parents of progress. Further methods of ensuring the application of the plans and goals from the SSC are currently being investigated.

4. What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and

outcomes?

- a. **As a school, we are in the process of investigating opportunities to educate our members of the SSC to the purpose and function of the committee. This is an ongoing process that is receiving attention from our Home Office.**

Outcomes

1. **Identify any goals in the current SPSA that were met.**
 - a. **Highly Qualified Teachers are currently in all teaching assignments at MSA Bell.**
 - b. **Utilization of data from programs such as MAP has provided insight on student progress in the areas of math and literacy.**
 - c. **Implementation of various programs that support our subgroups such as Fast Forward, BrainPop, Khan Academy, etc.**
 - d. **Various PD's have been provided in the support of areas such as Common Core, Classroom Management, BTSA, etc.**
 - e. **The development of school culture in the area of social-emotional education has been implemented. Life Skills classes focuses on various skills that provide academic and social support for middle school students. PBIS, this is currently called the Justice League. They provide school wide support in the areas of school-wide expectations and social-emotional support for all students. They currently meet on a weekly basis. Members include teachers from all grades, SPED teacher and Dean of Students.**
2. **Identify any goals in the current SPSA that were not met, or were only partially met.**
 - a. **TES services in the area of math and literacy. Not Fully Implemented.**
 - b. **Identification and support of struggling students in the area of math. Not Fully Implemented.**
3. **Based on the information, what might be some recommendations for future steps to meet this goal?**
 - a. **Research other options for supplemental educational services that will be more appealing to our families in order to reach more struggling students.**
 - b. **Implement Summit Basecamp curriculum to expand differentiated interventions and support within the classroom. Research open source resources to share with families for at-home interventions. (Khan Academy, Code Monkey, etc)**

Cover Sheet

Approval of MSA Santa Clara Storage Disposal and Fees

Section: II. Consent Items
Item: M. Approval of MSA Santa Clara Storage Disposal and Fees
Purpose: Vote
Submitted by:
Related Material: II M SC Storage Fees.pdf

BACKGROUND:
Amount has been updated to match the quote received.



Board Agenda Item #	Agenda #II M
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	MSA-Santa Clara storage disposal and fees

Proposed Board Recommendation

I move that the board approve the home office to dispose of the MSA-Santa Clara old furniture and miscellaneous supplies that were placed in storage and cover the cost associated with the disposal.

Background

In August 2015, MSA-Santa Clara acquired storage units to store old, unused furniture and supplies from their prior school location. Home office team members went to the storage and saved the furniture and supplies that were in good condition. The remaining items were offered to non-profits and other schools but none of the items were of interest due to their condition. We would like to pay for fees related to disposal and removal of the items from storage so we will not continue to pay fees for the storage facility. A member from the home office will be present during the disposal to assure inventory is taken for our records.

Budget Implications

Not to exceed \$13,000.00

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments

None

Cover Sheet

Approval of Financial Policy Changes

Section: II. Consent Items
Item: N. Approval of Financial Policy Changes
Purpose: Vote
Submitted by:
Related Material: II N Financial Policy Changes.pdf



Board Agenda Item #	Agenda II N
Date:	12.08.2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Approval of Financial Policy Changes

Proposed Board Recommendation

I move that the MPS Board of Directors approves the revisions to the financial policies as presented in the board agenda item.

Background

The proposed revised changes to the financial policies have been drafted to provide clarification regarding approval authority, check signing authority, and on site emergency manual checks. The following policies have been updated to reflect the changes:

Financial Policy	Summary of Policy Change
CSH105 Check Signing Authority	The policy change will allow the Chief Executive Officer to assign additional individuals to have check signing authority as deemed necessary.
PUR104 Accounts Payable and Cash Disbursement	The changes will provide authority to the Site Director to approve expenses up to \$5,000. Revision will allow the Chief Executive Officer to assign approval authority to the Chief Academic Officer, Chief Operating Officer, Chief External Officer, and Regional Directors to approve expenditures up to \$10,000. Additional clarification is provided for mileage reimbursements. Permits the use of manual checks for termination and emergency payroll checks.

PUR106 Reimbursements	The policy change adds the Site Director with the responsibility to review and approve school site expenses up to \$5,000. Includes the Chief Operating Officer as approved authorizer of expenditures up to \$10,000. Gives authority to the Finance Committee to approve payments that exceed up to 10% of the board approved budget. Provides clarification that the Board is responsible for approving payments exceeding 10% of the board approved budget. Provides additional clarification regarding the functions provided by EdTec.
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Budget Implications

There are no budget implications.

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

Attachments

CSH105 Check Signing Authority

PUR104 Accounts Payable and Cash Disbursement

PUR106 Reimbursements

SOP # CSH105 Revision:
0 Effective Date: 12/08/16

Prepared by: Central Office
Approved by: BOD

Title: CSH105 CHECK SIGNING AUTHORITY

Policy: A limited number of employees will be authorized to sign checks but there shall be no fewer than three individuals at all times.

Purpose: To outline the check signing authority process.

Background: While a hired accountant, office manager, or accounting clerk may be responsible for entering bills, paying bills, and printing out checks, all printed checks and related documentation should be presented to a second individual for signing. No one person or employee should be allowed to enter invoices, select invoices for payment, then print and sign checks. At a minimum, this process requires at least two individuals to ensure the integrity of the accounting system remains intact.

Scope: This procedure applies to all regular bank checking accounts of the Organization.

Responsibilities:

Chief Executive Officer is responsible for adding and removing check signing authority.

Chief Financial Officer is responsible for managing the check signing authority process and alerting all individuals and banks of any changes to authority.

Procedure:

1.0 AUTHORIZED CHECK SIGNERS

- 1.1 The Board of Directors and the Chief Executive Officer should approve authorized check signers in writing. All approvals should be forwarded to the Chief Financial Officer for processing.
- 1.2 The Chief Executive Officer and Chief Financial Officer should have check signing authority. Additional individuals with or without dollar limitations may be authorized **by the Chief Executive Officer** as necessary.
- 1.3 For back-up purposes, it is advisable to have at least three check signers authorized for each checking account. One should be the Chief Financial Officer or primary signer and the other should be the Chief Executive Officer or secondary check signer. The third should be a back-up signer. The back-up signer should be a trusted individual but not necessarily an employee. It could be a board member or another principle in the Organization. A back-up signer will ensure continuing operations in case both the primary and secondary signers become incapacitated for any period of time.

Accounting Policies, Procedures and Forms

1.4 If the check signer also authorizes purchase orders, their access to the QuickBooks accounting system should be limited to “read” access as to maintain proper segregation of duties.

2.0 CHANGING CHECK SIGNERS

2.1 The Chief Financial Officer receives all approval paperwork and should prepare and maintain a file record of all authorized check signers and CSH105 Ex1 CHECK SIGNING AUTHORITY LOG.

2.2 The CHECK SIGNING AUTHORITY LOG should be kept current of all individuals and their status to sign checks as soon as their status changes. The log should contain the following information:

- Recipient name / position or title
- Authority start date
- Authority end date
- Maximum expenditure authority level

2.2 Contact the bank that administers the checking account for details on adding, changing, or removing check signers from a checking account. Normally this is a simple process of presenting identification and signing a card to be placed on file at the bank.

Banks maintain an authorized check signer’s card for each checking account. Only those individuals listed on the authorized check signer’s card may sign checks.

2.3 The Chief Executive Officer or the Board of Directors may revoke check signing authority. Any person who is no longer entitled to sign Organization checks will be notified in writing. The Chief Financial Officer will oversee the proper notification of the Organization's banks whenever authorized signature changes are made.

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	11/10/16	Authorized check signers	Oswaldo Diaz, CFO

Accounting Policies, Procedures and Forms

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Accounting Policies, Procedures and Forms

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SOP # PUR104 Revision:
4 Effective Date: 12/08/16

Prepared by: Central Office
Approved by: BOD

Title: PUR104 ACCOUNTS PAYABLE AND CASH DISBURSEMENTS

Policy: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.

Purpose: To explain the practices for documenting, recording and issuing payments for accounts payable transactions. (Note: Payments, disbursements, and expenditures result from accounts payable transactions)

Scope: This procedure applies to all purchases including, contractors, consultants, and merchandise and non-merchandise purchases.

Responsibilities:

The Principal or Site Director at each school site is responsible for reviewing and approving payments under \$5,000 in CoolSIS, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to \$10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief Operating Officer, the Chief External Officer or Regional Directors the authority to approve expenditures up to \$10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over \$10,000 in accordance with the board approved budget, as well as up to \$10,000 for non-budgeted items.

The Finance Committee is responsible for reviewing and approving payments that exceed the board approved budget amount up to 10%.

The Board is responsible for approving payments that exceeds 10% of board approved budget.

EdTec is responsible for processing payment of invoices in a timely manner once they have been received.

Background: Properly recording liabilities is generally a three-step process, particularly, for merchandise purchases.

The first step is recording the liability upon receipt of merchandise, using the purchase order estimates or other documentation as a guideline. For

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accuracy and timeliness of data, a liability should be recorded as soon as the Organization receives the purchased items.

Consultant projects are not recognized as a liability until the invoicing from the consultant is received unless and accrual has been recorded to recognize the total estimated cost of the consultant's services.

By necessity, this initial recording is usually an estimate or encumbrance and can be finalized when the actual invoice arrives. This is why a Purchase Order is so important for merchandise purchases. It documents the Organization's understanding of how much each item will cost, per the vendor's terms. This includes estimates for freight and any other charges.

The second step takes place when the vendor's invoice is received. At this point the actual liability is finalized, with any necessary adjustments to the item costs, freight, or other charges.

The third step involves the preparation, issuance of payment for the goods received, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Cash disbursements are generally made for:

1. Payments to vendors for goods and services
2. Taxes/license fees
3. Staff training and development
4. Memberships and subscriptions
5. Meeting expenses
6. Employee reimbursements
7. Marketing/promotional materials

Checks are processed throughout the week.

Requests for cash disbursements are submitted to Accounting through CoolSIS.

Documentation for CoolSIS requests can be in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee expense report or reimbursement request

All invoices must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was

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not obtained; however this decision is made at the discretion of the Chief Financial Officer.

Every employee reimbursement or purchase request must be documented in CoolSIS. Please see PUR106 Reimbursements for more details.

Requests for payment are reviewed in CoolSIS by the Principal or Chief Financial Officer dependent on purchase amount. The appropriate personnel:

1. Verifies expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the School Site Accountant for processing

EdTec processes all payments and:

1. Enters them into the Accounts Payable module within 5 business days
2. Prints checks according to allocation and payment date provided by the authorizing party
3. Submits an invoice approval report to the Chief Financial Officer, or officer designated by the Chief Executive Officer, for review and approval of checks to release
4. Once approval is received, checks are printed and signed via facsimile signature
5. Mails checks and appropriate backup documentation
6. Files all backup documentation electronically
7. Monitors accounts payable throughout the month

Procedure:

1.0 DOCUMENTING ACCOUNTS PAYABLE

1.1 The following documents will be forwarded to EdTec accounts payable as a pdf batch for temporary filing and subsequent matching to form an accounts payable voucher package:

- Purchase Order from CoolSIS
- Vendor invoice
- Vendor/Consultant contract

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- 1.2 Once EdTec has received all of the above documents, the following steps will be performed to ensure proper authorization, validity of purchase, receipt of purchased items or services and accuracy of amounts.
- Review that all check request have been approved by authorize signers
 - Check requests include pertinent and required supporting documentation
 - Invoices have not been previously paid and are properly coded
 - Expenses are in accordance with policy and approved budget
 - ~~The purchase order should be evaluated for proper authorization and the nature of the purchase and pricing as shown on the invoice reviewed for validity.~~
 - ~~The quantities shown shipped or delivered on the invoice will be compared to the packing slip and/or receiving reports if items have been received. Any discrepancies must be followed up and resolved prior to commencing with the disbursement process.~~
 - ~~Calculations on the invoice will be recomputed such as quantities received multiplied by unit price and totals.~~
 - Purchases of items and service contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

2.0 RECORDING NON-MERCHANDISE PAYABLES

- 2.1 Non-merchandise expenditures like utilities, rent, insurance, taxes, repairs, professional fees, etc., are generally not recorded through the purchase order routine. However, there may be other documentation, like contracts, requisitions, and other agreements. These should be filed in the applicable vendor file as documentary support. Upon receipt of the invoice, the charges should be entered into the payable system and coded to the appropriate expense account.
- 2.2 Generally, once invoices (both merchandise and non-merchandise) have been entered, they can be filed in the respective vendor files, ordered by date. To guard against misfiling an un-entered invoice, consider stamping "entered" on each invoice when it's recorded in accounts payable. It is also helpful to note the entered date and initial the entry.

3.0 PAYMENT OF ACCOUNTS PAYABLE

- 3.1 Accounts payable systems generally provide an aged accounts payable report and list the open payables within the accounting system. Open payables are reviewed by the MPS' Accounts Payable team and the Chief Financial Officer. The Chief Financial Officer will select the bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Once complete,

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process the disbursements by either printing the check, electronic online bill pay, wire transfer, or ACH withdrawal for the selected bills to be paid.

Note: Accounts payable should normally be paid within seven days or sooner of their payment term unless otherwise determined by the Chief Financial Officer.

- 3.2 Any vendor credits which are amounts owed to the Organization should be applied to amounts currently owed to the vendor when determining payment. These are normally received in the form of a credit memo or adjusting invoice. These should be entered into the system like any other invoice and applied to the next payment being made. There is no reason to “age” a credit memo.
- 3.3 Pull all Invoices to be paid from the files and match them with the printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation. Present the materials to the Chief Financial Officer for review and signing.
- 3.4 Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. **Stamp the invoices “paid” to document they've been paid.** Use only checks that incorporate a two stub plus check form in order to attach one stub to the paid invoice and the other to the remittance copy of the Invoice.
- 3.5 If one check or electronic online bill pay pays several Invoices then either photocopy the stub or print the electronic online bill pay screen print and attach a copy to each paid Invoice or consider attaching all paid Invoices to the one check stub or the electronic online bill pay document. File all resulting documentation according to check number sequentially in the checks paid binders.
- 3.6 Mail the checks as soon as possible once checks have been posted and "paid" by the system. It is not advisable to "hold" checks for additional days after posting. This practice usually occurs when there are insufficient cash flows. However holding checks increases the difficulty of projecting cash flow, reduces cash balance accuracy, and causes confusion when trying to reconcile accounts payable vendor balances. None of these balances will be accurate if printed checks are held back from mailing. If cash flow is insufficient to mail the checks, then it is advisable not to post and print checks in the first place.

4.0 MANUAL CHECKS

- 4.1 **The Organization permits the use of manual checks for issuing payroll related payments, such as off-cycle paychecks, termination checks and emergency payroll checks.**

Revision History:

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Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	2/13/15	Revision of Purchase limits	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back-office service provider process	Oswaldo Diaz, CFO
3	06/06/16	Policy revision	Oswaldo Diaz, CFO
4	11/10/16	Update COO position approval authority; revision of approval limits	Oswaldo Diaz, CFO

SOP # PUR106 Revision: 1
Effective Date: 12/08/16

Prepared by: Central Office
Approved by: BOD

Title: PUR106 REIMBURSEMENTS

Policy: Internal controls are required to ensure that only valid and authorized reimbursements are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments.

Purpose: To explain the practices for documenting, recording and issuing payments for reimbursement transactions.

Scope: This procedure applies to all reimbursements.

Responsibilities:

The Principal at each school site or Home Office department head is responsible for reviewing and approving payments under \$5,000 in Coolsis, in accordance with the approved budget.

The Regional Director for school sites and Chief Operational Officer for Home Office, is responsible for reviewing and approving payments over \$5,000, up to \$10,000 in accordance with the approved budget.

The Chief Executive Officer is responsible for reviewing and approving payments over \$10,000 in accordance with the board approved budget, as well as up to \$10,000 for non-budgeted items.

School Site Accountant is responsible for payment of reimbursements in a timely manner. A timely manner is defined as within two weeks upon submission to the School Site Accountant.

Background: Properly recording reimbursements is generally a three-step process.

The first step is accurately submitting reimbursement receipts along with a reimbursement authorization form.

The second step is obtaining the appropriate authorization.

The third step involves the preparation, issuance of reimbursement payment in a timely manner, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Reimbursements are generally made for:

1. Travel and conferences
2. Mileage

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3. Meals
4. School/classroom supplies
5. Allowable academic expenses
6. Student awards
7. Other expenses

Reimbursement checks are processed on two week cycles or sooner.

Requests for cash disbursements are submitted to Accounting through CoolSIS. Documentation for CoolSIS requests can be in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee expense report or reimbursement request

All reimbursement requests must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was not obtained.

Every employee reimbursement or purchase request must be documented in CoolSIS with travel authorization, receipts, nature of business, program allocation, and funding source (if applicable) before approving for reimbursement as follows:

Travel and Conferences - an itemized receipt from the hotel detailing all charges, the person(s) for whom the lodging was provided, and the specific business purpose. This includes itemized receipts for parking, tolls and bridges, car rentals, taxis, and conference receipts. (See G&A103, Travel and Entertainment policy for more detailed information.)

Car Rentals – When possible, advance approvals are recommended. The employee is required to make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment.

Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.

Mileage/Personal Vehicles - An employee required to use their own automobile for business will be reimbursed in accordance with the current IRS mileage reimbursement rate. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

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The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

Meals and Entertainment - a receipt must be provided showing the cost of food, beverage, and gratuities, including the names of every person for whom food or beverage was provided, and the specific business purpose. Entertainment expenses are disallowed.

Meal and Entertainment tips are limited to 15% (unless automatically assessed by the eating establishment) of the pre-tax meal total cost and any tip that is in excess of the pre-tax meal total cost will not be reimbursed. For example, a meal that costs \$10 may have an 8% sales tax bringing the total meal price before tip to \$10.80. Figure the tip on the \$10 amount at 15% or \$1.50 and that amount of tip or less is reimbursable. If you tipped more than a \$1.50, that difference is not reimbursable. You are always allowed to tip less than 15% should you choose to do so.

School/Classroom Supplies, Allowable Academic Expenses, and Student Awards – these expenditures are subject to the approval of the Principal. Gifts of any kind are never allowed. Student awards may only be paid from non-ADA and unrestricted sources. In other words, student awards may be paid from unrestricted fundraising or from other unrestricted sources of income, subject to approval of the Principal and/or Central Office.

Other Expenditures - a receipt from the vendor detailing all goods or services purchased (including the class of service for transportation) and the specific business purpose.

Non-Reimbursable Expenses - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

- Airline or travel trip interruption insurance
- Airline or travel lounge clubs
- Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)
- Movies or personal entertainment
- Books, magazines or newspapers
- Theft or loss of personal property
- Doctor bills, prescriptions, or other medical services

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- Parking tickets, traffic tickets or Car towing if illegally parked
- Health club memberships
- Baby sitter or Pet care fees
- Barbers and Hairdressers

Requests for reimbursement payments are reviewed in CoolSIS by the Principal, Chief Financial Officer, or Chief Executive Officer, dependent on purchase amount. The appropriate personnel:

1. Verifies and matches expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the School Site Accountant for processing

Accounts Payable processes all payments and:

1. Immediately enters them into the Accounts Payable module, unless paid upon receipt on the same day
2. Prints checks according to allocation and payment date provided by the approving party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature
4. Stamps invoice "paid"
5. Mails checks and appropriate backup documentation
6. Files all backup documentation in the appropriate file
7. Monitors accounts payable throughout the month

Procedure:

1.0 DOCUMENTING REIMBURSEMENTS

All business reimbursement expenditures incurred by employees of the Organization are reimbursed through CoolSIS. Reimbursement receipts must be submitted monthly and any receipt that is older than 60 days will not be reimbursed at the discretion of the Chief Financial Officer.

Expense report forms must be filled out completely. Required original receipts for items charged must accompany all reimbursement documentation as well as uploaded into CoolSIS. Any questions regarding completion of the report should be directed to the employee's supervisor or the accounting department.

Accounting Policies, Procedures and Forms

Upon completion, the expense report along with all attachments should be submitted to the employee's appropriate supervisor in CoolSIS for approval. After approval, the expense report is submitted to the accounting department for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	2/13/15	Amount limit changes. Mileage reimbursement rate.	Oswaldo Diaz, CFO
2	11/10/16	Addition of COO and Regional Directors in the approval process	Oswaldo Diaz, CFO

Accounting Policies, Procedures and Forms

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Cover Sheet

Approval of Independent Contractor for Interim Chief Financial Officer

Section: II. Consent Items
Item: O. Approval of Independent Contractor for Interim Chief Financial Officer
Purpose: Vote
Submitted by:
Related Material: II O Interim CFO Contract.pdf



Board Agenda Item #	II O
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Caprice Young, Ed.D., CEO & Superintendent
RE:	Approval of Independent Contractor for Interim Chief Financial Officer

Proposed Board Recommendation

Motion to approve the contract for the Interim Chief Financial Officer, which is anticipated to exceed \$25,000.

Background

Our CFO, Oswaldo Diaz, resigned in October providing more than a month of notice before his November 18, 2016 last day; however, it is in our interest not to rush to fill the position. In order to insure that we have the highest quality of fiscal support while we seek a new CFO and with an eye towards addressing the concerns raised by the LAUSD staff regarding our completion of the FCMAT oversight process, I sought recommendations for an Interim CFO from the FCMAT leadership. After interviewing several candidates, I selected Nanie Montijo because of her specialized background conducting audits and oversight on behalf of FCMAT, and because of her high recommendations, school business management leadership experience, and professionalism. She is a certified school business officer and a CPA. She was able to start on November 17, 2016 so she could have some overlap with Mr. Diaz, participate in the LACOE capacity interview, and get up to speed as quickly as possible. She is already working closely with the team to keep all projects and ongoing operations on track.

Her scope of work includes:

- A. Interim management of the finance department and EdTec;
- B. Representing Magnolia with related external parties as appropriate;
- C. Leading responses to FCMAT and other audits and investigations; and,

- D. Reviewing the finance and related human resources functions for potential improvements in processes, procedures, staffing and other changes that would increase the efficiency and effectiveness of our organization.

Budget Implications

She will be compensated at a heavily discounted rate of \$150.00 per hour and be funded by the budgeted salary and benefits currently allocated in the budget for the vacant CFO position and as yet unfilled finance vacancies. If the board approves this contract the anticipated six-month expense will be approximately \$168,000; however, my hope is to have identified and hired a new CFO within 90 to 120 days. If the board chooses not to approve this contract, her service will end within the \$25,000 signature authority of the CEO.

Name of Staff Originator:

Caprice Young, Ed.D., CEO & Superintendent

ERNANY MONTIJO

SUMMARY

- ◆ More than 30 years of experience in accounting and finance where 20 years is with California public school system and government fund accounting.
- ◆ Experience and familiarity with the California school account structures, coding and system software and programs
- ◆ Familiarity with various county office of education's financial system software
- ◆ Accomplished in planning and executing complete budget and multi-year projections
- ◆ Proven ability to work effectively under pressure and to complete tasks in timely manner
- ◆ Hands-on experience in most areas of business services department
- ◆ A self-starter with excellent time management

EDUCATION AND PROFESSIONAL LICENSE

CBO Certification Program, CASBO, June 2008
St. Scholastica's College - Academic Scholar/Dean's List, Graduated 1982,
Bachelors' Degree major in Accounting
Certified Public Accountant (CPA), 1983, Manila, Philippines

COMPUTER SKILLS

Microsoft Office- Word, Excel, PowerPoint, One Note, SAP, Skyward, Snowwhite, Peoplesoft, SmartETools,

PROFESSIONAL EXPERIENCE

FCMAT
ERIC HALL AND ASSOCIATES
Consultant

Bakersfield, CA
Carlsbad, California
October 2014 to date

Assist multiple school districts in preparing financial reports including budgets, interim reports and year end closing. Assists school administrators in monitoring, interpretation and analysis of financial data, development of position control system, payroll monitoring, prepares and submits reports required by county office of educations and California Department of Education. Attends regular board meetings. Coordinates and communicates with external auditors, local, state and federal agencies as needed.

CENTINELA VALLEY UNION HSD
Director of Fiscal Services

Lawndale, California
Nov 2010 to August 2014

Overall supervision of fiscal services department; acts as team lead in planning, completion of SACS reports and adoption of annual district budget, including ongoing monitoring and revisions; prepares interim reports, cash flow, year-end closing reports and multi-year projections including LCFF calculation; coordinates LCAP implementation between district departments and local and state agencies; responsible for payroll, accounts payable, accounts receivable, general ledgers, ASB and charter school audit and reporting requirements; provides reports and assistance to external auditors and other agencies as needed.

EL MONTE UNION HSD EI Monte, California
Director of Business Services

January, 2008- August 2010

In charge of preparation and coordination of the District's budget; supervision of all business services staff in payroll, accounting, purchasing, accounts payable, accounts receivable, categorical program, developer fees, position control, facilities and construction; preparation of interim reports, budget development, multi-year projections and year-end financial reporting; coordinates financial audits by external auditors; federal audits performed for E- Rate programs; IRS inquiries for payroll taxes; provides assistance and financial information to all district staff as needed.

SWEETWATER UNION HSD
Director of Fiscal Services

Chula Vista, California
August 2006-July 2007

In charge of preparation and coordination of the District's over \$350M budget; supervision of all budget analysts, accountants and technicians; preparation of interim reports, budget development and multi-year projections and year-end financial reporting; position control; bookkeeping and attendance accounting; provides highly complex assistance to the Chief Finance Officer.

PUGET SOUND EDUCATION SERVICE DISTRICT
Director of Business Services

Renton, Washington
Sep 2005 - Aug 2006

In charge of budget preparation and coordination, accounting and bookkeeping and financial reporting, accounts payable, accounts receivable, payroll and grants management departments where the agency serves King and Pierce counties and Bainbridge Island covering 38% of the state's K-12 public students.

SAN BERNARDINO CITY USD
Acting Dir. of Fiscal Svcs/Budget Officer/Budget Analyst

San Bdn, California
Jan 2003-Sep 2005

In charge of preparation and coordination of the District's \$500M budget; supervision of all budget analysts and clerks; preparation of all interim reports, unaudited actual, budget development and bridge financing; coordination and preparation of Board presentations of financial reports; position control; provided assistance and support to the Asst. Superintendent of Business Services.

In charge of preparation and coordination of all restricted funds and categorical programs, including financial reporting to funding agencies, budget monitoring, audit and District's year end closing requirements.

FIRE SPRINKLER SYSTEMS
Accountant/Payroll Administrator

Corona, California
Jul 1999-Jan 2001

Assisted the Controller in the day to day operation of the finance; in-charge of the entire corporate payroll, benefits and personnel management, coordinated with government agencies, insurance providers, banks, auditors and clients for reporting requirements; prepared weekly job costing and journal entries, general ledger account analyses, reconciliation and adjustments; provided computer support and assistance to staff.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Senior Accountant

Riverside, California
Aug 1998-Mar 1999

Maintained and monitored categorical programs; prepared report to funding agencies; assisted in preparation of annual budget and year end reporting requirements (i.e. CCFS311); prepared Resolutions for board meetings; monitored accounts receivable; processed requisitions/budget transfers and journal entries; prepared bank reconciliation; coordinated with external auditing firms and government agencies during the conduct of their audit.

POMONA UNIFIED SCHOOL DISTRICT
Accounting Technician

Pomona, California
Jul 1995-Jun 1998

Responsible for all aspects of categorical programs, including budget preparation & revisions, reimbursements, and reporting requirements; monitored & approved purchase requisitions; prepared monthly and year end cash flow; payroll tax payment & reconciliation, Quarterly & Annual Tax Returns; overseeing all ASB bookkeepers; monitored and maintained records for Lease Revenue Bonds, GOB, COP and Site Escrow accounts; prepared monthly bank reconciliation, closing entries including setting up deferred revenues, accounts receivable and accounts payable.

HMC GROUP
Contract Accountant

Ontario, California
Nov 1994-Mar 1995

Assisted in the conversion of the existing accounting system into an upgraded computerized program.

CENTINELA HOSPITAL MEDICAL CENTER
Staff Accountant

Inglewood, California
Aug 1991-Nov 1994

Prepared monthly and year-end financial statements; prepared monthly bank reconciliation; responsible for accurate and timely payment of taxes; prepared reports and schedules required by auditors; responsible for generating and sending accurate invoices to contracted health insurance companies

Cover Sheet

Revised 16-17 budget for all MPS, Rev. of Teacher Effectiveness Funds Expense Table, CMO Allocation

Section: III. Action Items
Item: A. Revised 16-17 budget for all MPS, Rev. of Teacher Effectiveness Funds Expense Table, CMO Allocation
Purpose: Vote
Submitted by:
Related Material:

III A Revised 16-17 Budget, CMO Allocation, EFE.pdf
MPS Consolidated EEF Spending Plans - FY16-17 Only.xlsx
MSA1 Educator Effectiveness Spending Plan - DRAFT-MS-151217-kd-160604.xls
MSA2 Educator Effectiveness Spending Plan-DRAFT-SA-151217-kd160604.xlsx
MSA3 Educator Effectiveness Spending Plan DRAFT-sk-151217-kd160604.xlsx
MSA4 Educator Effectiveness Funding 2015-16 Expenditure Plan-DRAFT-kd160604.xls
MSA5 Educator Effectiveness Funding 2015-16 Expenditure Plan-DRAFT-kd160604.xls
MSA6 Educator Effectiveness Funding 2015-16 Expenditure Plan-DRAFT-kd160604.xlsx
MSA7 Educator Effectiveness Spending Plan-DRAFT-FM151217-kd-160604.xls
MSA8 Educator Effectiveness Spending Plan - DRAFT-kd160604.xls
MSASA Educator Effectiveness Spending Plan - DRAFT-kd-160604.xls
MSASD Educator Effectiveness Spending Plan - DRAFT-kd160604.xls



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III A
Date:	December 8, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kristin Dietz, EdTec
RE:	Revision of the 2016-17 Budget, including September Financials, Educator Effectiveness Funding revision/update, and CMO fee allocation

Proposed Board Recommendation

I move that MPS Board of Directors recommend approval to adopt the revised 2016-17 budget, including the adoption of the revised, updated Teacher Effectiveness expenditure plans and the CMO fee allocation.

Background

In May of each year, the board begins review of the annual budget for June adoption. Because those dates precede the adoption of the state budget and the confirmation of our official enrollment and staffing levels, our practice is to right size the budget officially in November based on the current circumstances. At the direction of the Finance Committee and the Board Chair, we have consolidated into this action the closely related items. Therefore, this board report includes presentation of the September actuals, the revised and updated Educator Effectiveness expenditure plans, and the CMO fee allocation analysis and approval.

The attached EdTec report showing the first quarter actuals includes the revised budget figures as the 2016-17 forecast following deep staff analysis of the August actuals, enrollment and staffing figures, and changes in anticipated revenue. That report identifies each line item change in detail. We are experimenting with a new format that we believe will better address questions as you are reading the document real-time. You also will see that we have highlighted in blue, at the bottom of each school summary page, the ending net operating income less the extra July payroll so that we can view the budgets on a normalized basis.

The primary changes in the budget relate to:

College Readiness Funding: Another form of new revenue included in this update is the \$75,000 per high school (\$450,000) provided on a one-time basis by the state to support work to increase the success of students to prepare for and succeed in college. We are planning to allocate a significant portion of these funds based on the recommendation by the Academic Committee to improve coordination of the college advisory process and to hire a math coach to

ensure that high school students are sufficiently prepared for college level math in STEAM fields. A more detailed board report is included as a separate item because it requires a hearing at one board meeting and then a vote at the next. We are planning to allocate a significant portion of these funds based on the recommendation by the Academic Committee to improve coordination of the college advisory process and to hire a math coach to ensure that high school students are sufficiently prepared for college level math in STEAM fields.

Enrollment changes on individual school sites: Some came in higher or lower than anticipated; however, the overall change is positive, rising from 3,679.80 ADA (enrollment * attendance rate) to from 3,744.30 ADA as shown below. These ADA shifts bring greater revenue.

	June 2016	Oct 2016	Change
MSA 1	518.20	522.10	3.90
MSA 2	470.00	442.00	(28.00)
MSA 3	434.30	443.90	9.60
MSA 4	180.50	186.20	5.70
MSA 5	168.90	177.70	8.80
MSA 6	173.70	167.90	(5.80)
MSA 7	291.40	291.40	-
MSA 8	477.70	477.70	-
MSA Santa Ana	511.50	606.00	94.50
MSA San Diego	453.60	413.00	(40.60)
Total	3,679.80	3,727.90	48.10

Home Office staffing to support audits, investigations and renewals: With the LAUSD board choosing not to renew MSA 1, 2 and 3, we took a self-critical look at our capacity to fully staff the ongoing, and likely continuing, non-routine audits and investigations. Our 2016-17 budget initially made more conservative estimates in the areas of personnel, legal and communications with the hope that the conclusion of the State Audit review and full implementation would lead to reduced requirements to produce voluminous responses to information requests. For example, the actual expenditures in legal last year were about \$300,000. After the Home Office legal budget of \$215,000 was proposed in June, the California Department of Education chose to investigate the Amsterdam Uniform Complaint (August), the OIG returned their attention to Magnolia intensively (September), and LAUSD chose to non-renew our charter (October). Fortunately, CCSA's Legal Defense Fund has agreed to offset some of our legal costs (up to \$50,000); however, it is inevitable that our legal expenses will be greater than anticipated as we address this stepped up activity. Some of those cost increases are borne by MSA 1, 2 and 3, but most of it will hit the Home Office. No new positions are included; however, the revised budget includes filling some vacancies earlier than we otherwise would have following departures. Relatedly, the Home Office budget includes the full cost of extending STRS and PERS to the employees who were part of these retirement systems when they were on school sites and the expenses related to many Home Office staff using tuition reimbursement to get relevant advance

degrees (Ed.D.s mainly). By offering benefits in the Home Office that are equivalent to those on the school sites, we have been able to convince staff to join the Home team and to plan on long careers at Magnolia. Given the stresses lately, these are extremely important incentives.

CMO Fees and decreased reserve: The Home Office budget increases from \$6.1 million to \$6.7 million, and the change in Operating Income is (\$240,930). The primary reason the change in Operating Income is not higher is the preference to cut into the board created five percent reserve in order to minimize the impact on the school sites. Overall, the CMO fees allocated according to the existing board formula is:

CMO fees as a percentage of all non-capital revenue: 13.86%

CMO fees as a percentage of LCFF non-capital revenue: 17.96%

CMO fees plus shared staff expenses as a percentage of all non-capital revenue: 14.56%

CMO fees plus shared staff expenses as a percentage of LCFF non-capital revenue: 18.88%

An attachment is being prepared that breaks down these calculations and describes the CMO fee calculation.

This agenda item also includes the revised and updated Educator Effectiveness Funds (EEF) expenditure plan. For a variety of reasons, the 2015-16 EEF were not spent and have been carried over into the 2016-17 and 2017-18 fiscal years. The Excel files by school are attached and their substance is integrated into the revenues and expenses of the budget document attached.

Budget Impact

The budget impact is addressed in this report.

Attachments:

September Financials/Revised Budget
 Educator Effectiveness Worksheets
 CMO Fee Calculation Attachment

CMO Fee Reconciliation

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	Total
Proposed											
CMO Fee	949,506	893,653	860,141	134,048	134,048	134,048	670,240	1,027,701	1,027,701	337,197	6,168,283
Direct CMO Fee	41,484	35,119	35,273	14,799	14,116	13,341	23,157	37,956	61,090	41,636	317,971
Approved Budget											
CMO Fee	972,192	972,192	881,049	72,914	72,914	72,914	607,620	972,192	972,192	370,217	5,966,395
Direct CMO Fee	38,472	34,890	33,176	13,260	11,683	12,485	21,260	35,258	33,233	42,738	276,455
Variance											
CMO Fee	(22,685)	(78,539)	(20,908)	61,134	61,134	61,134	62,620	55,509	55,509	(33,020)	201,888
Direct CMO Fee	3,011	229	2,097	1,539	2,433	856	1,897	2,698	27,857	(1,102)	41,515
Total	(19,674)	(78,310)	(18,811)	62,672	63,567	61,990	64,517	58,208	83,366	(34,122)	243,404

Cover Sheet

Approval of 2016-17 First Interim Financial Reports for MSA 1-8, Santa Ana and San Diego

Section: III. Action Items
Item: B. Approval of 2016-17 First Interim Financial Reports for MSA
1-8, Santa Ana and San Diego
Purpose: Vote
Submitted by:
Related Material: 150FY17 1st Interim Magnolia Sci Academy -Bell(5166)_T.xlsx
151FY17 1st Interim Magnolia Sci Academy(8454)_T.xlsx
152FY17 1st Interim Magnolia Sci Academy #2(8461)_T.xlsx
153FY17 1st Interim Magnolia Sci Academy #3(8464)_T.xlsx
154FY17 1st Interim Magnolia Sci Academy #4(8011)_T.xlsx
155FY17 1st Interim Magnolia Sci Academy #5(8012)_T.xlsx
156FY17 1st Interim Magnolia Sci Academy #6(8013)_T.xlsx
157FY17 1st Interim Magnolia Science Academy 7(8014)_T.xlsx
2016-17 Magnolia Science Academy - SA 1st Interim.xlsm
FY1617 Magnolia Science Academy-San Diego 1st Interim.xlsx
III B MPS 1st Interim.pdf



Board Agenda Item #	Agenda # III B
Date:	12/08/16
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Lead:	Kristin Dietz, EdTec
RE:	1 st Interim Reports FY16-17

Proposed Board Recommendation

I move that the board approve the 1st Interim Reports for FY16-17

Background

Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15th (for LAUSD schools, due date is December 9th) for the period ending October 31.

Budget Implications

There are no budget implications.

How Does This Action Relate/Affect/Benefit All MSAs?

All LEAs are required to submit a 1st Interim Report their authorizers

Name of Originator:

Kristin Dietz, Edtec

Attachments

1st Interim Reports for all MPS Sites

Cover Sheet

Review and Approval of 2016 Financial Audit

Section: III. Action Items
Item: D. Review and Approval of 2016 Financial Audit
Purpose: Vote
Submitted by:
Related Material: III D 2016 Financial Audits.pdf
MERF 12-2.pdf
MSA 1 12-2.pdf
MSA 2 12-2.pdf
MSA 3 12-2.pdf
MSA 4 12-2.pdf
MSA 5 12-2.pdf
MSA 6 12-2.pdf
MSA 7 12-2.pdf
MSA Bell 12-2.pdf
MSA SA 12-2.pdf
MSA SC 12-2.pdf
MSA SD 12-2.pdf



Board Agenda Item #	III D
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Caprice Young, Ed.D., CEO & Superintendent
RE:	Review and Approval of 2016 Financial Audits

Proposed Board Recommendation

Motion to approve the 2016 Financial Audits of all eleven schools and the consolidated audit including the home office.

Background

Attached are the annual financial audits for all eleven of our schools open during the 2015-16 school year and the MERF consolidated audit. The board is required to review and approve these annually and for them to be submitted to our various oversight entities by December 15. The finance committee meeting as the Audit Committee will meet directly with the auditors prior to the board meeting to review these documents and ask questions of the auditors.

Earlier drafts were submitted to the Audit Committee members. The primary change since that time has been to separate the issue of how to account for the closure of MSA Santa Clara from the adoption of the audits. This is made possible by the fact that the closure occurred after the end of the 2016 fiscal year. Staff will bring the accounting treatment to the board following review by the new Interim CFO.

Name of Staff Originator:

Caprice Young, Ed.D., CEO & Superintendent

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

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DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Magnolia Educational & Research Foundation and affiliates
(A California Nonprofit Public Benefit Corporation)
Westminster, California

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Magnolia Educational & Research Foundation (MERF) (A California Nonprofit Public Benefit Corporation) and affiliates, which are comprised of the consolidated statement of financial position as of June 30, 2016, and the related consolidated statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the consolidated financial statements, which collectively comprise the basic financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MERF and affiliate's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MERF and affiliate's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

DRAFT 12/02/2016

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of MERF and affiliates as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MERF's consolidated financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements that collectively comprise MERF and affiliate's basic financial statements. The accompanying supplementary information such as the Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the other supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards and other accompanying supplementary information as listed in the table of contents is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of MERF and affiliate's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MERF and affiliate's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2016

	2016	2015
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 9,875,931	\$ 10,173,244
Restricted cash	6,327,515	998,292
Accounts receivable	4,317,399	4,170,911
Prepaid expenses and other current assets	141,671	29,854
Total Current Assets	<u>20,662,516</u>	<u>15,372,301</u>
Non-Current Assets:		
Debt issue costs, net	371,596	126,849
Security deposits	144,150	110,561
Fixed assets	23,391,744	10,716,608
Less: accumulated depreciation	2,338,891	1,795,398
Total Non-Current Assets	<u>21,568,599</u>	<u>9,158,620</u>
Total Assets	<u>\$ 42,231,115</u>	<u>\$ 24,530,921</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 3,117,074	\$ 2,569,245
Deferred revenue	507,918	445,725
Current portion of long-term obligations	190,871	244,392
Total Current Liabilities	<u>3,815,863</u>	<u>3,259,362</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	17,553,792	8,263,038
Total Liabilities	<u>21,369,655</u>	<u>11,522,400</u>
NET ASSETS		
Unrestricted	20,861,460	13,008,521
Total Liabilities and Net Assets	<u>\$ 42,231,115</u>	<u>\$ 24,530,921</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

CONSOLIDATED STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
REVENUES		
State apportionments	\$ 28,674,688	\$ 26,635,709
Federal revenue	2,983,400	2,425,080
Other State revenue	14,298,155	4,313,775
Rent revenue	447,511	447,519
Local revenue	1,358,287	535,375
Total Revenues	<u>47,762,041</u>	<u>34,357,458</u>
EXPENSES		
Program services:		
Salaries and benefits	24,182,556	19,967,246
Student services	2,028,885	2,190,954
Materials and supplies	1,237,521	985,129
Student nutrition	1,312,016	1,182,504
Other expenses	1,139,571	300,509
Subtotal	<u>29,900,549</u>	<u>24,626,342</u>
Management and general:		
Amortization	12,814	-
Depreciation	543,494	286,341
Management fee	642,960	-
Occupancy	1,785,885	2,669,178
Operating expenses	6,342,425	3,704,719
Interest	680,975	8,485
Subtotal	<u>10,008,553</u>	<u>6,668,723</u>
Total Expenses	<u>39,909,102</u>	<u>31,295,065</u>
CHANGE IN NET ASSETS	7,852,939	3,062,393
NET ASSETS, BEGINNING OF YEAR	<u>13,008,521</u>	<u>9,946,128</u>
NET ASSETS, END OF YEAR	<u>\$ 20,861,460</u>	<u>\$ 13,008,521</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
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CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 7,852,939	\$ 3,028,348
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	543,493	265,043
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(146,488)	539,884
Pledge receivable	-	150,000
Prepaid expenses and other current assets	(111,817)	(29,854)
Security deposits	(33,589)	162,823
Increase in liabilities		
Accounts payable and accruals	547,829	335,939
Deferred revenue	62,193	116,704
Net Cash Provided by Operating Activities	<u>8,714,560</u>	<u>4,568,887</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(12,675,136)</u>	<u>(5,148,217)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	(53,521)	114,163
Proceeds from long-term debt obligation	9,290,754	5,945,536
Cash restricted to meet debt obligation	(5,329,223)	(998,292)
Debt issue cost payments	<u>(244,747)</u>	<u>(126,849)</u>
Net Cash Provided by Financing Activities	<u>3,663,263</u>	<u>4,934,558</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>10,173,244</u>	<u>5,818,016</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 9,875,931</u>	<u>\$ 10,173,244</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ 680,975</u>	<u>\$ 8,485</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Educational & Research Foundation

Magnolia Educational & Research Foundation (MERF) is a California not-for-profit organization. During the fiscal year ended June 30, 2016, MERF operated eleven Magnolia Science Academy (MSA) kindergarten through grade twelve charter schools serving 3,420 students throughout California dedicated to inspiring students to choose career paths in science, technology, engineering, and math (STEM), while providing a robust, standards-based education program within a supportive culture of excellence.

To ensure students have the tools to succeed, the charter schools offer the following programs, which are mostly free of charge:

- Academic programs
- Student support programs
- After school programs
- Parent involvement programs

The charter schools operate under the approval of the California State Board of Education, Santa Clara County Office of Education, Los Angeles Unified School District and San Diego Unified School District. Each school receives public per-pupil funding from the State of California, in addition to grants from various government sources.

Other Related Entities

MPM Sherman Way, LLC

Magnolia Educational & Research Foundation, (MERF), formed the MPM Sherman Way, LLC (the LLC) exclusively for the acquisition of property and assets of Magnolia Science Academy Charter Schools, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The Charter Schools makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA 1 Reseda Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of MERF. MERF is the sole member of the LLC.

Joint Powers Agency and Risk Management Pools

Magnolia Science Academy Charter Schools are associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MERF. Additional information is presented in Note 15 to the financial statements.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)**DRAFT 12/02/2016****NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**
JUNE 30, 2016

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MERF are described below to enhance the use of the consolidated financial statements to the reader.

Financial Statement Presentation

MERF is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MERF had no temporarily or permanently restricted net assets, as of June 30, 2016 and 2015, respectively. In addition, MERF is required to present a Statement of Cash Flows.

Accounting Method - Basis of Accounting

The financial statements were prepared on the accrual basis in accordance with the AICPA's Audit and Accounting Guide, Not-for-Profit Organizations accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenses are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or when the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions". MERF and the LLC had no temporarily or permanently restricted net assets at June 30, 2016 and 2015, respectively.

In-kind contributions are recorded at their estimated fair values at the date of donation. Donated services are recorded if they create or enhance non-financial assets or require a specialized skill that MERF would otherwise need to purchase. As of June 30, 2016 and 2015, respectively, no in-kind contributions of services were received.

Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which generally require revenue recognition upon incurrence of expenses related to the specified services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
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Income Taxes

MERF is a nonprofit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as a public charity described in Section 509(a)(1) Type 1 supporting organizations and is exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. The statute of limitations for Federal and California State purposes is generally three and four years, respectively.

MERF has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the consolidated financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. MERF management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

Cash and Cash Equivalents

For purposes of the Consolidated Statement of Cash Flows, MERF considers all highly liquid investments available for current use with an initial maturity of three months or less to be considered as cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management had determined all accounts receivable are fully collectible and no allowance for bad debts has been established.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by MERF Headquarters to each individual charter school and reimbursement for those resources from each individual charter school to MERF Headquarters.

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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$543,494 and \$286,341, respectively.

Deferred Revenue

Deferred revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by MERF prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when MERF has a legal claim to the resources, the liability for deferred revenue is removed from the balance sheet and revenue is recognized. Certain grants received before the eligibility requirements are met are recorded as deferred revenue.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include the value of the beneficial interest in a charitable remainder trust.

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MERF and the LLC.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MERF and the LLC do not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used. MERF and the LLC do not have permanently restricted net assets.

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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2016

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. The grant portion of the Charter School Facilities Program is classified as designated assets until the funds are used for the purchase of the land and the construction of the facility. As of June 30, 2016 and 2015, the amount of restricted assets was \$5,934,155 and \$551,730, respectively. As of June 30, 2016, there was a designated balance of \$811,147 for California Clean Energy Jobs Act and Educator Effectiveness.

Prior Year Comparative Financial Information

The consolidated financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MERF's consolidated financial statements for the year ended June 30, 2015, from which the comparative information was derived.

Consolidation

The consolidated financial statements include the accounts of MERF, the LLC, and all MSA charter schools. All significant intra-company accounts and transactions have been eliminated in consolidation.

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2016 and 2015, consisted of the following:

	<u>June 30, 2016</u>		<u>June 30, 2015</u>	
	<u>Reported Amount</u>	<u>Bank Balance</u>	<u>Reported Amount</u>	<u>Bank Balance</u>
Deposits				
Cash on hand and in banks	<u>\$ 9,660,499</u>	<u>\$ 10,098,608</u>	<u>\$ 10,002,410</u>	<u>\$ 11,540,537</u>

The majority of MERF's cash is held in bank accounts, which are subject to federally insured limits of \$250,000. MERF has not experienced any losses in such accounts. At June 30, 2016 and 2015, MERF had \$8,386,998 and \$9,470,685, respectively, in excess of FDIC insured limits in bank accounts.

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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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NOTE 4 - RESTRICTED CASH

At June 30, 2016 and 2015, cash held for restricted purposes consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Bond reserve	\$ 446,563	\$ 446,563	\$ 446,563	\$ 446,563
Facility reserve	5,880,952	5,933,661	551,729	551,729
Current Restricted Cash	<u>\$ 6,327,515</u>	<u>\$ 6,380,224</u>	<u>\$ 998,292</u>	<u>\$ 998,292</u>

The majority of MERF's restricted cash is held in bank accounts, which are subject to federally insured limits of \$250,000. MERF has not experienced any losses in such accounts. At June 30, 2016 and 2015, MERF had \$6,235,953 and \$915,345, respectively, in excess of FDIC insured limits in bank accounts.

NOTE 5 - INVESTMENTS

Summary of Investments

Two MSA charter schools have investments held in county investment pools. Investments as of June 30, 2016 and 2015, are classified in the accompanying financial statements as follows:

Magnolia Science Academy San Diego

Investment Type	June 30, 2016		June 30, 2015	
	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
San Diego County Treasury Investment Pool	\$ 68,077	\$ 68,100	\$ 102,156	\$ 102,103

Magnolia Science Academy Santa Ana

Investment Type	June 30, 2016		June 30, 2015	
	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
Orange County Treasury Investment Pool	\$ 147,355	\$ 147,718	\$ 68,678	\$ 68,550

Deposits with county treasurer are an external investment pool sponsored by the County of San Diego and Orange, respectively. County deposits are not required to be categorized. The pools provided the fair value for these deposits.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The charter schools do not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The charter schools manage exposure to interest rate risk by investing in the County Pool.

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NOTE 6 - MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES

MERF determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820-10-50, which requires an entity to maximize the use of observable inputs and minimize the use unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

Assets and Liabilities Recorded at Fair Value on a Recurring Basis

The following table presents the balances of the assets measured at fair value on a recurring basis as of June 30, 2016. MERF did not have any liabilities measured at fair value on a recurring basis as of June 30, 2016.

Magnolia Science Academy San Diego

<u>Investment Type</u>	<u>Level</u>	<u>Fair Value</u>	<u>Weighted Average Maturity in Days</u>
San Diego County Investment Pool	2	<u>\$ 68,100</u>	270

Magnolia Science Academy Santa Ana

<u>Investment Type</u>	<u>Level</u>	<u>Fair Value</u>	<u>Weighted Average Maturity in Days</u>
Orange County Investment Pool	2	<u>\$ 147,718</u>	319

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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 7 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Local Control Funding Formula	\$ 2,661,849	\$ 2,501,465
Federal receivable	682,725	556,876
State receivable	484,848	174,872
Due From LACOE	48,105	360,947
Local receivable	99,954	415,598
Lottery	339,918	161,153
Total Accounts Receivable	<u>\$ 4,317,399</u>	<u>\$ 4,170,911</u>

Revenue

MERF received 94 and 94 percent of its revenue in the form of fees and grants from government programs for the years ended June 30, 2016 and 2015, respectively. The balance due from those programs accounted for 96 and 96 percent of accounts receivable at June 30, 2016 and 2015, respectively. Without these sources of revenue, MERF would have difficulty maintaining its operations.

NOTE 8 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Land	\$ 2,386,854	\$ 1,386,754
Building improvements	5,961,968	3,134,064
Leasehold improvements	384,879	402,722
Computer and equipment	2,618,137	1,962,040
Work in progress	12,039,906	3,831,028
Subtotal	23,391,744	10,716,608
Less: accumulated depreciation	<u>(2,338,891)</u>	<u>(1,795,398)</u>
Total Fixed Assets	<u>\$ 21,052,853</u>	<u>\$ 8,921,210</u>

During the years ended June 30, 2016 and 2015, \$543,294 and \$286,341, respectively, was charged to depreciation expense.

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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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NOTE 9 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Salaries and benefits	\$ 233,317	\$ 301,318
Compensated absences	196,523	-
Vendor payables	1,806,901	729,537
Due to other agencies	349,552	1,538,390
State principal apportionment	530,781	-
Total Accounts Payable and Accruals	<u>\$ 3,117,074</u>	<u>\$ 2,569,245</u>

NOTE 10 - DEFERRED REVENUE

Deferred revenue at June 30, 2016, consisted of the following:

	2016	2015
Federal sources	\$ -	\$ 354,000
State sources	507,918	91,725
Total Deferred Revenue	<u>\$ 507,918</u>	<u>\$ 445,725</u>

NOTE 11 - LONG-TERM OBLIGATIONS

At June 30, 2016, MERF's long-term obligations summary is as follows:

	Balance July 1, 2015	Additions	Deductions	Balance June 30, 2016	Due in One Year
Bonds payable	\$ 6,020,000	\$ -	\$ 70,000	\$ 5,950,000	\$ 80,000
Revolving and CCSFP loans	2,400,841	6,666,290	116,666	8,950,465	66,673
Capital leases	86,589	-	42,391	44,198	-
Note payable	-	2,800,000	-	2,800,000	-
Total	<u>\$ 8,507,430</u>	<u>\$ 9,466,290</u>	<u>\$ 229,057</u>	<u>\$ 17,744,663</u>	<u>\$ 146,673</u>

California School Finance Authority (CSFA) School Facility Revenue Bonds

In June 2004, the CSFA issued \$6,020,000 in School Facilities Revenues, Series 2014A and Series 2014B for the purpose of a loan to MPM Sherman Way, LLC. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The bonds mature in August 2044 with monthly interest payments due commencing July 1, 2044. At June 30, 2016, the principal balance outstanding was \$5,950,000.

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The bonds mature through 2045 as follows:

Repayment Year	Interest to		Total
	Principal	Maturity	
2017	\$ 80,000	\$ 360,088	\$ 440,088
2018	85,000	354,313	439,313
2019	90,000	348,188	438,188
2020	100,000	342,238	442,238
2021	105,000	336,681	441,681
2022-2026	110,000	331,038	441,038
2027-2031	645,000	1,557,969	2,202,969
2032-2036	850,000	1,339,438	2,189,438
2037-2041	1,145,000	1,040,469	2,185,469
2042-2044	1,555,000	625,156	2,180,156
2045	1,185,000	114,219	1,299,219
Total	\$ 5,950,000	\$ 6,749,797	\$ 12,699,797

Loans

Summarized below are MERF's loans at June 30, 2016:

	Balance			Balance June 30, 2016	Due in One Year
	July 1, 2015	Additions	Deductions		
MERF	\$ 83,333	\$ -	\$ 66,666	\$ 16,667	\$ 16,667
MSA 2	50,000	6	25,000	25,006	25,006
MSA SD	151,806	-	-	151,806	-
MSA SA (Revolving)	75,000	-	25,000	50,000	25,000
MSA SA (CCSFP)	2,040,702	6,666,284	-	8,706,986	-
Total	\$ 2,400,841	\$ 6,666,290	\$ 116,666	\$ 8,950,465	\$ 66,673

Magnolia Science Academy 2

Magnolia Science Academy 2 applied for, and was accepted into, the California School Finance Authority Charter School Revolving Loan Program. The Charter School received a loan in the amount of \$100,000. The loan bears an interest rate of 0.24 percent. The terms of the loan require four annual payments of \$25,000 over the next four years and are to be withheld from the apportionment payments. The maturity date is June 30, 2017.

Future payments are as follows:

Fiscal Year Ending	Payments
June 30,	
2017	\$ 25,006

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Magnolia Science Academy Santa Ana

Magnolia Science Academy Santa Ana received unsecured revolving loan payable to the California Department of Education totaling \$150,000 on November 30, 2012. The loan balance as of June 30, 2016, was \$75,000. The loan has an interest rate of 0.53 percent and it matures in five years. The repayment terms require six monthly payments each year in five fiscal years beginning on October 30, 2013. The State Controller's Office deducts the loan payments from MSA SA's State School Fund Apportionments.

Future payments are as follows:

Fiscal Year Ending June 30,	Payments
2017	\$ 25,000
2018	25,000
Total	<u>\$ 50,000</u>

Magnolia Science Academy Santa Ana has been approved by the State of California's Charter School Facilities Program (CCSFP) for \$17,413,956 for constructing a new facility, which will cost the same amount. The State will fund 50 percent of the total amount of \$17,413,956; the State will fund 50 percent of the total project cost through a loan in the amount of \$8,706,978 and the other 50 percent through a grant in the amount of \$8,706,978. The loan has an annual interest rate of 3.00 percent and it matures 30 years after the completion of the project. The outstanding loan balance as of June 30, 2016, was \$8,706,986.

Magnolia Science Academy San Diego

Magnolia Science Academy San Diego has been approved by the State of California's Charter School Facilities Program (CCSFP) for \$3,036,122 for constructing a new facility, which will cost the same amount. The State will fund 50 percent of the total amount of \$3,036,122; the State will fund 50 percent of the total project cost through a loan in the amount of \$1,518,061 and the other 50 percent through a grant in the amount of \$1,518,061. The loan has an annual interest rate of 2.00 percent and it matures 30 years after the completion of the project, which is estimated to be in the middle of calendar year 2016. The repayment schedule will be determined after completion of the project. The State Controller's Office will deduct the loan payments from MSA SD's State School Fund Apportionments. The outstanding loan balance as of June 30, 2016, was \$151,806.

Magnolia Educational & Research Foundation

In March 2010, the California Department of Education (CDE) awarded a \$250,000 loan to Pacific Technology School - Orangevale (CDS Code: 09-76596-0119529) for a five-year tenet through the Charter School Revolving Loan Fund Program (CSRLF). Effective July 1, 2013, Assembly Bill 86 (Chapter 48, Statutes of 2013) authorized the transfer of the administration of the Charter School Revolving Loan Fund from the CDE to the California School Finance Authority (Authority). The outstanding loan balance was \$16,667. The current portion of long-term obligation as of June 30, 2016, is \$16,667.

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Pacific Technology School Orangevale Closure

Pacific Technology School - Orangevale (PTS - Orangevale) closed in June 2013. Due to the closure, the school was unable to pay their fourth year through the intercept based on the original agreement. To repay the PTS - Orangevale revolving loan, MERF has been in communication with the California School Finance Authority to arrange a payment schedule of the remaining loan totaling \$100,000. The repayment schedule will be in accordance with the documentation provided by the California School Finance Authority, and will include 18 monthly payments of \$5,593 that include principal and interest.

Capital Leases

Chrome Books

MSA SC entered into a capital lease to purchase 450 Chrome Books for \$128,744. The terms of the loan require 36 monthly payments of \$4,276 with an interest rate of 8.00 percent and a maturity date of June 30, 2017. The balance outstanding as of June 30, 2016, is \$44,198. The current portion of the long-term obligation is \$44,198.

Note Payable

Magnolia Science Academy

MSA entered into a promissory note agreement with Luxor Properties, Inc. and Michael William Spivak, to purchase the property located at 18220-18228 Sherman Way, Los Angeles, California. MSA 1 received a loan in the amount of \$2,800,000. The loan bears an interest rate of 6.50 percent. The terms of the loan require monthly interest payments of \$15,667 for a 23-month period and the remaining principal balance on the final payment. The maturity date is November 1, 2017.

Future payments are as follows:

Fiscal Year Ending	Payments
<u>June 30,</u>	
2017	\$ 182,000
2018	<u>2,875,833</u>
Total Payments	3,057,833
Less: Amount Representing Interest	<u>(257,833)</u>
Total	<u>\$ 2,800,000</u>

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NOTE 12 - FACILITIES USES AGREEMENTS/OPERATING LEASES

Total rental and facility expenses were \$2,428,940 for year ended June 30, 2016, for the sole purpose of operating the Charter Schools' education programs, related Charter Schools' activities. Future rental and facility expenses are as follows:

Fiscal Year Ending	Future Lease Commitments
2017	\$ 1,921,420
2018	609,216
2019	614,616
2020	620,116
2021	626,116
Thereafter	6,197,601
Total	<u>\$ 10,589,085</u>

NOTE 13 - FAIR VALUE FINANCIAL INSTRUMENTS

The carrying amounts and estimated fair values of MERF financial instruments as of June 30, 2016 are as follows:

	June 30, 2016		June 30, 2015	
	Carrying Amount	Fair Value	Carrying Amount	Fair Value
Cash and cash equivalents	\$ 9,875,931	\$ 9,876,317	\$ 10,173,244	\$ 10,173,244
Restricted cash and cash equivalents	6,327,515	6,327,515	998,292	998,292
Revolving and CCSF loans	8,950,465	8,950,465	8,950,465	8,950,465
Notes payable	2,800,000	2,800,000	-	-
Bonds payable	5,950,000	5,950,000	6,020,000	6,020,000
Capital leases	44,198	44,198	86,589	86,589

NOTE 14 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

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The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if Magnolia Science Academy charter schools chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. Magnolia Science Academy charter schools has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

Magnolia Science Academy charter schools contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. Magnolia Science Academy charter schools did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

Magnolia Science Academy charter schools contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

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The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and Magnolia Science Academy charter schools' total contributions were \$1,322,909 and 1,001,799, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. Magnolia Science Academy charter schools did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

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Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Magnolia Science Academy charter schools is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the years ended June 30, 2016 and 2015, respectively, are presented above and the total Charter School contributions were \$169,607 and \$94,508, respectively.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Magnolia Science Academy charter schools. These payments consist of State General Fund contributions to CalSTRS in the amount of \$818,253 (7.12589 percent of Magnolia Science Academy charter schools' 2012-2013 creditable compensation subject to CalSTRS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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NOTE 15 - PARTICIPATION IN JOINT POWERS AUTHORITY

Magnolia Science Academy Charter Schools are participants in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MERF and CharterSAFE is such that CharterSAFE is not considered a component unit of MERF for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and Magnolia Science Academy Charter Schools are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the years ended June 30, 2016 and 2015, Magnolia Science Academy Charter Schools made payments of \$325,230 and \$344,113, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, MERF had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 16 - CONTINGENCIES

MERF has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 17 - SUBSEQUENT EVENTS

MERF's management has evaluated events or transactions that may occur for potential recognition or disclosure in the consolidated financial statements from the balance sheet date through _____, 2016, which is the date the consolidated financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year consolidated financial statements.

On October 18, 2016, Los Angeles Unified School District took action not to extend a five-year renewal for the MSA as of June 30, 2017. In accordance with charter law, Magnolia Educational Research Foundation, working with the MSA, has applied for an appeal and is scheduled for a hearing with Los Angeles County Office of Education on December 6, 2016. Depending on the outcome, alternative appeals are available with the California Department of Education to be concluded by May 2017. Management is 100 percent confident that the continuance of MSA will be ongoing and adhere to all Federal guidelines and State charter laws.

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On October 18, 2016, Los Angeles Unified School District took action not to extend a five-year renewal for the MSA 2 as of June 30, 2017. In accordance with charter law, Magnolia Educational Research Foundation, working with the MSA 2, has applied for an appeal and is scheduled for a hearing with Los Angeles County Office of Education on December 6, 2016. Depending on the outcome, alternative appeals are available with the California Department of Education to be concluded by May 2017. Management is 100 percent confident that the continuance of MSA 2 will be ongoing and adhere to all Federal guidelines and State charter laws.

On October 18, 2016, Los Angeles Unified School District took action not to extend a five-year renewal for the MSA 3 as of June 30, 2017. In accordance with charter law, Magnolia Educational Research Foundation, working with the MSA 3, has applied for an appeal and is scheduled for a hearing with Los Angeles County Office of Education on December 6, 2016. Depending on the outcome, alternative appeals are available with the California Department of Education to be concluded by May 2017. Management is 100 percent confident that the continuance of MSA 3 will be ongoing and adhere to all Federal guidelines and State charter laws.

On July 1, 2016, the Magnolia Educational Research Foundation voted to close MSA Santa Clara as of June 30, 2016. Management has implemented procedures as required in accordance with the California *Education Code* for the closeout of a charter school.

NOTE 18 - CLOSEOUT PROCEDURES

On July 1, 2016, the board of the Magnolia Educational and Research Foundation (MERF) voted to close the Magnolia Science Academy Santa Clara Charter School (MSA Santa Clara), effective, June 30, 2016, due to fiscal concerns. MERF acting as MSA Santa Clara's management organization (CMO) will be the responsible party for handling MSA Santa Clara closure. As part of the final audit, MSA Santa Clara is required to determine the net assets or liabilities and disclose required information.

1. MSA SC has an operating deficit of \$(1,230,117) in the 2015-2016 year and an overall deficit of \$(730,580) as of June 30, 2016;
2. MSA SC has outstanding restricted funds due back to government agencies in the amount of \$364,493;
3. MERF has inventoried and assigned a fair market value to all MSA SC usable furnishings, equipment, and supplies and has, as per MERF Board approval, redistributed all usable furnishings, equipment, and supplies to other charter schools operated by MERF's corporation; the receiving charter schools have paid the fair market value MSA SC for receipt of all usable furnishings, equipment, and supplies it has received;
4. No donated materials and property were required to be returned;
5. All grants and restricted categorical funds have been identified and returned to their source according to the terms of the grant or state and federal law;
6. MERF has prepared and submitted final expenditure reports for any entitlement grants and has filed Final Expenditure Reports and Final Performance Reports, as appropriate;
7. A formal plan to resolve the transferring of all remaining assets and liabilities of MSA SC will be completed during 2016-2017, to transfer available surplus reserves not restricted to absorb the overall deficit related to legitimate educational and operational expenses incurred in closing of this charter school, The Charter School's bank accounts for MSA SC were closed with approximately \$5,000 being transferred into MERF's main account;
8. Remaining loan agreements were assigned to MERF and any additional cost incurred subsequently will be recorded in MERF's financial records;

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9. MERF is a solvent continuing nonprofit entity operating other charter schools and will not have another charter school, legal entity, or the Board of Directors, or another individual assume liabilities of MSA SC;
10. Student and Employee records maintenance has been completed in accordance with required laws and *Education Code*.

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SUPPLEMENTARY INFORMATION

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
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CONSOLIDATED SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2016

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Pass-Through Entity Identifying Number	Program Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through California Department of Education (CDE):			
Individuals with Disabilities Act (IDEA)			
Special Education (IDEA):			
Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379	\$ 572,235
No Child Left Behind Act (NCLB)			
Title I, Part A, Basic Grants Low Income and Neglected	84.010	14981	1,085,025
Title II, Part A, Improving Teacher Quality Local Grants	84.367	14341	17,058
Title III Cluster:			
Title III, Immigrant Education Program	84.365	15146	20,929
Title III, Limited English Proficient (LEP) Student Program	84.365	14346	44,844
Total Title III Cluster			<u>65,773</u>
Title V, Part B - Public Charter Schools Grant Program	84.282	14531	292,645
State Charter School Facilities Incentive Grants	84.242D	[1]	203,452
Total U.S. Department of Education			<u>2,236,188</u>
U.S. DEPARTMENT OF AGRICULTURE			
Passed through California Department of Education (CDE):			
Child Nutrition Cluster:			
Especially Needy Breakfast	10.553	13526	212,766
National School Lunch Program	10.555	13524	531,916
Total U.S. Department of Agriculture			<u>744,682</u>
Total Federal Programs			<u>\$ 2,980,870</u>

See accompanying note to supplementary information.

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LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
FOR THE YEAR ENDED JUNE 30, 2016

ORGANIZATION

MERF operates eleven schools in California under eleven charters. Each school is operated on the same tax identification number as MERF. Charters were granted for each school for up to five years, with an opportunity for renewal. Charters may be revoked by the charter authorizer for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2016, the charter schools operated by MERF were as follows:

Charter School Name	Charter Number	Sponsoring District	Charter Expiration	Grades Served	Number of Students Served
Magnolia Science Academy	0438	Los Angeles USD	June 30, 2017	6-12	525
Magnolia Science Academy 2	0906	Los Angeles USD	June 30, 2017	6-12	475
Magnolia Science Academy 3	0917	Los Angeles USD	June 30, 2017	6-12	445
Magnolia Science Academy 4	0986	Los Angeles USD	June 30, 2018	6-12	180
Magnolia Science Academy 5	0987	Los Angeles USD	June 30, 2018	6-12	150
Magnolia Science Academy 6	0988	Los Angeles USD	June 30, 2019	6-8	175
Magnolia Science Academy 7	0989	Los Angeles USD	June 30, 2019	K-5	290
Magnolia Science Academy Bell	1236	Los Angeles USD	June 30, 2020	6-8	495
Magnolia Science Academy San Diego	0698	San Diego USD	June 30, 2020	6-8	420
Magnolia Science Academy Santa Ana	1686	CDE	June 30, 2019	K-12	165
Magnolia Science Academy Santa Clara	1116	Santa Clara COE	June 30, 2018	6-12	100

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer
See accompanying note to supplementary information.	

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CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2016

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6
ASSETS							
Current Assets:							
Cash and cash equivalents	\$ 82,468	\$ 1,403,525	\$ 974,391	\$ 363,932	\$ 494,503	\$ 728,184	\$ 535,854
Restricted cash and cash equivalents	-	-	-	-	-	-	-
Accounts receivable	98,615	853,258	433,591	534,302	198,718	277,438	297,410
Intra-company receivable	2,555,550	332,908	126,413	348,184	203,328	206,150	300,000
Prepaid expenses and other current assets	40,728	14,351	10,859	10,967	5,624	1,232	3,835
Total Current Assets	2,777,361	2,604,042	1,545,254	1,257,385	902,173	1,213,004	1,137,099
Non-Current Assets:							
Debt issue cost, net	-	-	-	-	-	-	-
Security deposits	17,525	39,035	-	-	-	-	-
Fixed assets	134,513	4,458,685	374,363	221,439	164,670	111,918	148,877
Less: accumulated depreciation	115,350	745,865	190,348	139,895	100,526	105,008	82,477
Total Non-Current Assets	36,688	3,751,855	184,015	81,544	64,144	6,910	66,400
Total Assets	\$ 2,814,049	\$ 6,355,897	\$ 1,729,269	\$ 1,338,929	\$ 966,317	\$ 1,219,914	\$ 1,203,499
LIABILITIES							
Current Liabilities:							
Accounts payable and accruals	\$ 582,797	\$ 208,364	\$ 245,448	\$ 243,954	\$ 141,922	\$ 128,016	\$ 136,224
Intra-company payable	2,187,787	187,120	317,863	119,551	161,905	14,383	110,010
Deferred revenue	-	-	-	-	-	-	-
Current portion of long-term obligations	16,667	-	25,006	-	-	-	-
Total Current Liabilities	2,787,251	395,484	588,317	363,505	303,827	142,399	246,234
Long-Term Obligations:							
Non-current portion of long-term obligations	-	2,800,000	-	-	-	-	-
Total Liabilities	2,787,251	3,195,484	588,317	363,505	303,827	142,399	246,234
NET ASSETS							
Unrestricted	26,798	3,160,413	1,140,952	975,424	662,490	1,077,515	957,265
Designated	-	-	-	-	-	-	-
Total Net Assets	26,798	3,160,413	1,140,952	975,424	662,490	1,077,515	957,265
Total Liabilities and Net Assets	\$ 2,814,049	\$ 6,355,897	\$ 1,729,269	\$ 1,338,929	\$ 966,317	\$ 1,219,914	\$ 1,203,499

See accompanying note to supplementary information.

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MSA-7	MSA-Bell	MSA-SD	MSA-SA	MSA-SC	LLC	Elimination	Total	Memo 2015 Total
\$ 914,277	\$ 2,029,820	\$ 761,775	\$ 170,647	\$ 31,093	\$ 1,385,462	\$ -	\$ 9,875,931	\$ 10,173,244
-	-	106,607	5,774,345	-	446,563	-	6,327,515	998,292
372,498	479,912	308,121	213,512	250,024	-	-	4,317,399	4,170,911
112,514	612,759	10,064	2,759	20,440	-	(4,831,069)	-	-
28,109	12,091	8,521	5,354	-	-	-	141,671	29,854
<u>1,427,398</u>	<u>3,134,582</u>	<u>1,195,088</u>	<u>6,166,617</u>	<u>301,557</u>	<u>1,832,025</u>	<u>(4,831,069)</u>	<u>20,662,516</u>	<u>15,372,301</u>
-	-	-	-	-	371,596	-	371,596	126,849
4,000	-	-	27,000	56,590	-	-	144,150	110,561
122,900	202,508	644,168	12,030,297	256,588	4,520,818	-	23,391,744	10,716,608
84,099	61,812	302,836	128,715	121,238	160,722	-	2,338,891	1,795,398
42,801	140,696	341,332	11,928,582	191,940	4,731,692	-	21,568,599	9,158,620
<u>\$ 1,470,199</u>	<u>\$ 3,275,278</u>	<u>\$ 1,536,420</u>	<u>\$ 18,095,199</u>	<u>\$ 493,497</u>	<u>\$ 6,563,717</u>	<u>\$ (4,831,069)</u>	<u>\$ 42,231,115</u>	<u>\$ 24,530,921</u>
\$ 389,849	\$ 196,893	\$ 190,591	\$ 201,105	\$ 451,911	\$ -	\$ -	\$ 3,117,074	\$ 2,569,245
132,998	74,210	19,442	776,832	728,968	-	(4,831,069)	-	-
-	-	-	61,355	-	446,563	-	507,918	445,725
-	-	-	25,000	44,198	80,000	-	190,871	244,392
<u>522,847</u>	<u>271,103</u>	<u>210,033</u>	<u>1,064,292</u>	<u>1,225,077</u>	<u>526,563</u>	<u>(4,831,069)</u>	<u>3,815,863</u>	<u>3,259,362</u>
-	-	151,806	8,731,986	-	5,870,000	-	17,553,792	8,263,038
<u>522,847</u>	<u>271,103</u>	<u>361,839</u>	<u>9,796,278</u>	<u>1,225,077</u>	<u>6,396,563</u>	<u>(4,831,069)</u>	<u>21,369,655</u>	<u>11,522,400</u>
947,352	3,004,175	1,174,581	8,298,921	(731,580)	167,154	-	20,861,460	12,010,229
-	-	-	-	-	-	-	-	998,292
<u>947,352</u>	<u>3,004,175</u>	<u>1,174,581</u>	<u>8,298,921</u>	<u>(731,580)</u>	<u>167,154</u>	<u>-</u>	<u>20,861,460</u>	<u>13,008,521</u>
<u>\$ 1,470,199</u>	<u>\$ 3,275,278</u>	<u>\$ 1,536,420</u>	<u>\$ 18,095,199</u>	<u>\$ 493,497</u>	<u>\$ 6,563,717</u>	<u>\$ (4,831,069)</u>	<u>\$ 42,231,115</u>	<u>\$ 24,530,921</u>

MAGNOLIA PUBLIC SCHOOLS
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
JUNE 30, 2016

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6
CHANGES IN UNRESTRICTED NET ASSETS							
REVENUES							
State apportionments	\$ -	\$ 4,902,054	\$ 4,104,344	\$ 4,024,495	\$ 1,634,775	\$ 1,245,541	\$ 1,415,790
Federal revenue	-	673,666	242,928	449,664	227,541	218,990	137,157
Other State revenue	-	1,778,747	734,177	979,204	328,641	270,288	387,689
Rent revenue	-	-	-	-	-	-	-
Local revenue	5,853,081	137,854	121,543	96,494	89,919	14,618	38,359
Total Revenues	5,853,081	7,492,321	5,202,992	5,549,857	2,280,876	1,749,437	1,978,995
EXPENSES							
Program services:							
Salaries and benefits	3,063,199	3,359,332	2,633,051	2,983,579	1,099,403	885,733	843,832
Student services	-	243,193	235,108	422,937	159,500	162,880	74,310
Materials and supplies	17,167	171,245	277,624	3,053	111,372	16,125	55,947
Student nutrition	34,328	270,203	53,394	346,028	47,129	51,935	51,330
Other expenses	90,373	133,304	137,503	126,013	29,526	28,553	57,410
Subtotal	3,205,067	4,177,277	3,336,680	3,881,610	1,446,930	1,145,226	1,082,829
Management and general:							
Amortization	-	-	-	-	-	-	-
Depreciation	7,666	162,543	50,973	11,665	9,366	13,602	19,778
Management fee	-	915,722	1,145,791	873,103	342,757	142,214	167,776
Occupancy	194,984	620,993	11,179	225,343	145,840	100,264	109,407
Operating expenses	2,453,803	556,505	511,533	379,541	140,313	125,888	116,497
Debt service	-	-	-	-	-	-	-
Interest	406	126,086	143	-	-	-	-
Subtotal	2,656,859	2,381,849	1,719,619	1,489,652	638,276	381,968	413,458
Total Expenses	5,861,926	6,559,126	5,056,299	5,371,262	2,085,206	1,527,194	1,496,287
CHANGE IN UNRESTRICTED NET ASSETS	(8,845)	933,195	146,693	178,595	195,670	222,243	482,708
NET ASSETS (DEFICIT,							
BEGINNING OF YEAR	35,643	2,227,218	994,259	796,829	466,820	855,272	474,557
NET ASSETS , END OF YEAR	\$ 26,798	\$ 3,160,413	\$ 1,140,952	\$ 975,424	\$ 662,490	\$ 1,077,515	\$ 957,265

See accompanying note to supplementary information.

DRAFT 12/02/2016

MSA-7	MSA-Bell	MSA-SD	MSA-SA	MSA-SC	LLC	Elimination	Total	Memo 2015 Total
\$ 2,384,759	\$ 4,186,383	\$ 2,888,409	\$ 1,178,240	\$ 709,898	\$ -	\$ -	\$ 28,674,688	\$ 26,635,709
243,652	300,266	97,228	364,623	27,685	-	-	2,983,400	2,425,080
808,969	936,594	602,791	7,070,882	400,173	-	-	14,298,155	4,313,775
-	-	-	-	-	447,511	-	447,511	447,519
77,755	124,582	84,976	47,229	5,197	-	(5,333,320)	1,358,287	535,375
3,515,135	5,547,825	3,673,404	8,660,974	1,142,953	447,511	(5,333,320)	47,762,041	34,357,458
1,710,538	3,095,595	1,985,116	1,239,163	1,284,015	-	-	24,182,556	19,967,246
184,561	198,391	128,325	127,714	91,966	-	-	2,028,885	2,190,954
77,871	151,337	172,634	169,969	13,177	-	-	1,237,521	985,129
149,306	181,371	44,650	68,807	13,535	-	-	1,312,016	1,182,504
79,655	196,162	105,525	49,339	106,208	-	-	1,139,571	300,509
2,201,931	3,822,856	2,436,250	1,654,992	1,508,901	-	-	29,900,549	24,626,342
-	-	-	-	-	12,814	-	12,814	-
25,027	44,395	44,619	33,848	39,651	80,361	-	543,494	286,341
545,689	1,000,958	334,759	60,000	-	-	(4,885,809)	642,960	-
280,315	-	305	229,754	315,012	-	(447,511)	1,785,885	2,669,178
352,323	552,106	318,845	325,565	509,506	-	-	6,342,425	3,704,719
-	-	-	-	-	554,340	-	554,340	-
-	-	-	-	-	-	-	126,635	8,485
1,203,354	1,597,459	698,528	649,167	864,169	647,515	(5,333,320)	10,008,553	6,668,723
3,405,285	5,420,315	3,134,778	2,304,159	2,373,070	647,515	(5,333,320)	39,909,102	31,295,065
109,850	127,510	538,626	6,356,815	(1,230,117)	(200,004)	-	7,852,939	3,062,393
837,502	2,876,665	635,955	1,942,106	498,537	367,158	-	13,008,521	9,946,128
\$ 947,352	\$ 3,004,175	\$ 1,174,581	\$ 8,298,921	\$ (731,580)	\$ 167,154	\$ -	\$ 20,861,460	\$ 13,008,521

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

COMPARATIVE STATEMENT OF FINANCIAL POSITION
JUNE 30, 2016

	2016	2015
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 82,468	\$ 184,383
Accounts receivable	98,615	-
Intra-company receivable	2,555,550	1,093,266
Prepaid expenses and other current assets	40,728	-
Total Current Assets	<u>2,777,361</u>	<u>1,277,649</u>
Non-Current Assets:		
Security deposits	17,525	1,525
Fixed assets	134,513	134,513
Less: accumulated depreciation	<u>115,350</u>	<u>107,684</u>
Total Non-Current Assets	<u>36,688</u>	<u>28,354</u>
Total Assets	<u>\$ 2,814,049</u>	<u>\$ 1,306,003</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 582,797	\$ 200,348
Intra-company payable	2,187,787	897,894
Deferred revenue	-	88,785
Current portion of long-term obligation	<u>16,667</u>	<u>66,666</u>
Total Current Liabilities	<u>2,787,251</u>	<u>1,253,693</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	<u>-</u>	<u>16,667</u>
Total Liabilities	<u>2,787,251</u>	<u>1,270,360</u>
NET ASSETS		
Unrestricted	<u>26,798</u>	<u>35,643</u>
Total Liabilities and Net Assets	<u>\$ 2,814,049</u>	<u>\$ 1,306,003</u>

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

COMPARATIVE STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
Local revenue	\$ 5,853,081	\$ 4,812,297
EXPENSES		
Program services:		
Salaries and benefits	3,063,199	1,490,317
Student services	-	29,922
Materials and supplies	17,167	29,191
Student nutrition	34,328	6,251
Other expenses	90,373	44,863
Subtotal	<u>3,205,067</u>	<u>1,600,544</u>
Management and general:		
Depreciation	7,666	36,278
Occupancy	194,984	154,681
Operating expenses	2,453,803	1,432,967
Interest	406	3,685
Subtotal	<u>2,656,859</u>	<u>1,627,611</u>
Total Expenses	<u>5,861,926</u>	<u>3,228,155</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>(8,845)</u>	<u>1,584,142</u>
NET ASSETS, BEGINNING OF YEAR	<u>35,643</u>	<u>(1,548,499)</u>
NET ASSETS, END OF YEAR	<u>\$ 26,798</u>	<u>\$ 35,643</u>

MAGNOLIA PUBLIC SCHOOLS
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

COMPARATIVE STATEMENT OF CASH FLOWS
JUNE 30, 2016

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Unrestricted Net Assets	\$ (8,845)	\$ 1,584,142
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	7,666	36,278
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(98,615)	193,451
Intra-company receivable	(1,462,284)	(2,365,516)
Prepaid expenses and other current assets	(40,728)	(34,045)
Security deposits	(16,000)	-
Increase (Decrease) in liabilities		
Accounts payable and accruals	382,449	(177,792)
Intra-company payable	1,289,893	897,894
Deferred revenue	(88,785)	(55,052)
Net Cash Used by Operating Activities	<u>(35,249)</u>	<u>79,360</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>-</u>	<u>(19,887)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds	(66,666)	66,666
Loan principal payments	<u>-</u>	<u>16,667</u>
Net Cash Provided (Used) by Financing Activities	<u>(66,666)</u>	<u>83,333</u>
NET DECREASE IN CASH	<u>(101,915)</u>	<u>142,806</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>184,383</u>	<u>41,577</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 82,468</u>	<u>\$ 184,383</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ 406</u>	<u>\$ 3,685</u>

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of Magnolia Science Academy charter schools and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. Magnolia Science Academy charter schools have not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance.

Local Education Agency Organization Structure

This schedule provides information about the charter schools operated, members of the governing board, and members of the administration.

Consolidating Statements

The accompanying consolidating financial statements report the individual programs of MERF and are presented on the accrual basis of accounting. Eliminating entries in the consolidated financial statements are due to rent payments between the LLC and MSA 1 and CMO fees paid to MERF from the MSA charter schools in accordance with the structured fee schedule.

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Magnolia Educational & Research Foundation and affiliates
(A California Nonprofit Public Benefit Corporation)
Westminster, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the consolidated financial statements of Magnolia Educational & Research Foundation (MERF) (A California Nonprofit Public Benefit Corporation) and affiliates as of and for the year ended June 30, 2016, and the related notes to the consolidated financial statements, which collectively comprise MERF and affiliate's consolidated financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered MERF and affiliate's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of MERF and affiliate's internal control. Accordingly, we do not express an opinion on the effectiveness of MERF and affiliate's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MERF and affiliate's consolidated financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether MERF and affiliate's consolidated financial statements are free from material misstatement, we performed tests of MERF and affiliate's compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of the consolidated financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MERF and affiliates in a separate letter dated _____, 2016.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MERF and affiliate's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MERF and affiliate's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Governing Board
Magnolia Educational & Research Foundation and affiliates
(A California Nonprofit Public Benefit Corporation)
Westminster, California

Report on Compliance for Each Major Federal Program

We have audited Magnolia Educational & Research Foundation' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Magnolia Educational & Research Foundation (MERF) (A California Nonprofit Public Benefit Corporation) and affiliates, major Federal programs for the year ended June 30, 2016. MERF and affiliate's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of MERF's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about MERF's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of MERF's compliance.

DRAFT 12/02/2016

Opinion on Each Major Federal Program

In our opinion, MERF complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of MERF is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered MERF's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of MERF's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>

Type of auditor's report issued on compliance for major Federal programs:	<u>Unmodified</u>
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Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance?	<u>No</u>
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Identification of major Federal programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>84.01</u>	<u>Title I, Part A, Basic Grants Low</u>
<u>10.553 and 10.555</u>	<u>Income and Neglected</u>
	<u>Title I, Part A, Basic Grants</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>No</u>

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

DRAFT 12/02/2016

Governing Board
Magnolia Educational & Research Foundation
(A California Nonprofit Public Benefit Corporation)
Westminster, California

In planning and performing our audit of the financial statements of Magnolia Educational & Research Foundation (MERF) for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated _____, 2016 on the financial statements of MERF.

MSA 1 - Payroll

Observation

It was noted that an "employee" (Teacher) of the Charter School was paid outside of the payroll process as an "independent contractor" for a "home visit".

Recommendation

The Charter School should take the necessary steps to implement procedures to prevent this type of situation from occurring in the future. The determination of an "independent contractor" versus an "employee" should be reviewed with all staff involved in consultant contracts to ensure the staff is aware of the IRS regulations.

Corrective Action Plan

Accounting staff are aware that employees need to be paid through the payroll process and not through the disbursements process.

MSA 3 - Cash Collections

Observation

Teachers collecting funds at the Charter School do not use triplicate, pre-numbered receipt, logs, tally sheets or any sort of adequate cash collection backup.

Recommendation

It is recommended that the Charter School use triplicate, pre-numbered, receipt books. Tally sheets may also be used as the cash receipt control procedure. Two people should be involved: one person to make a mark on the tally sheet when an item is sold and issue the goods and another person to collect the cash. When it is not practical to use pre-numbered receipts due to high volume of collections for small amounts of cash collected, it is recommended that the individual collecting funds use a class roster or a log in lieu of triplicate, pre-numbered receipts. Documents mentioned are to be provided to the front office along with funds receipted.

Corrective Action Plans

The school sites are responsible for keeping proper supporting documentation for the collection of money. MERF will be reviewing procedures with all principals to enhance the verification of deposits and will be tested periodically to double-check the collections.

MSA 3 - Cash Disbursements*Observation*

It was noted that an "employee" of the charter school was paid outside of the payroll process as an "independent contractor" for "referee services".

Recommendation

The Charter School should take the necessary steps to implement procedures to prevent this type of situation from occurring in the future. The determination of an "independent contractor" versus an "employee" should be reviewed with all staff involved in consultation contracts to ensure the staff is aware of the IRS regulations. In addition, the charter school should perform a review of the procedures for determining who receives a Form 1099 to ensure all 1099's are properly issued.

Corrective Action Plan

Accounting staff is aware that employees are to be paid through the payroll process and not through the disbursements process.

MSA 4 - Cash Collections*Observation*

Cash collections are not all being receipted or logged at the time collection.

Recommendation

To strengthen the procedures over cash collections, all cash should be verified and receipted at the time of or very soon after the money is collected. This procedure prevents and avoids any dispute over the amount of cash submitted by the person turning in the funds to the office. The immediate receipting process is also a tool to reconcile the cash awaiting deposit to the receipts issued since the last deposit. The current system would not disclose that funds have been misplaced or stolen since the cash on hand at the date of the deposit would be the only funds receipted.

Corrective Action Plan**MSA Bell - Cash Collections***Observation*

Teachers collecting funds at the Charter School do not use triplicate, pre-numbered receipts, logs, tally sheets or any sort of adequate cash collection backup. Additionally, cash count sheets are not consistently being signed by a reviewer.

Recommendation

It is recommended that the Charter School use triplicate, pre-numbered, receipt books. Tally sheets may also be used as the cash receipt control procedure, two people should be involved: one person to make a mark on the tally sheet when an item is sold and issue the goods and another person to collect the cash. When it is not practical to use pre-numbered receipts due to high volume of collections for small amounts of cash collected, it is recommended that the individual collecting funds use a class roster or a log in lieu of triplicate, pre-numbered receipts. Documents mentioned are provided to the front office along with funds receipted.

Corrective Action Plans

The school sites are responsible for keeping proper supporting documentation for the collection of money. MERF will be reviewing procedures with all principals to enhance the verification of deposits and will be tested periodically to double-check the collections.

MSA Santa Ana - Attendance*Observation*

We were unable to locate Independent Study contracts for students who had received apportionment attendance credit for completing the program.

Governing Board
Magnolia Educational & Research Foundation

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Recommendation

The written agreement is the basic and initial document for earning apportionment attendance credit. The site can only claim apportionment credit for an independent study student when there is a properly completed written agreement on file. The site should be instructed to locate the missing contracts, if they cannot be found, the apportionment attendance for these students must be deducted from the attendance reports filed and the reports amended.

Corrective Action Plans

We will review the status of the current year comments during our next audit engagement.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board of Directors
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy (MSA) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	2016	2015
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 1,403,525	\$ 1,737,714
Accounts receivable	853,258	440,019
Intra-company receivable	332,908	-
Prepaid expenses and other current assets	14,351	-
Total Current Assets	<u>2,604,042</u>	<u>2,177,733</u>
Non-Current Assets:		
Security deposits	39,035	39,035
Fixed assets	4,458,685	658,685
Less: accumulated depreciation	745,865	583,322
Total Non-Current Assets	<u>3,751,855</u>	<u>114,398</u>
Total Assets	<u>\$ 6,355,897</u>	<u>\$ 2,292,131</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 208,364	\$ 64,913
Intra-company payable	187,120	-
Total Current Liabilities	<u>395,484</u>	<u>64,913</u>
Long-Term Obligation		
Non-current portion of long-term obligations	2,800,000	-
Total Liabilities	<u>3,195,484</u>	<u>64,913</u>
NET ASSETS		
Unrestricted	3,160,413	2,227,218
Total Liabilities and Net Assets	<u>\$ 6,355,897</u>	<u>\$ 2,292,131</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 4,902,054	\$ 4,108,987
Federal revenue	673,666	600,269
Other State revenue	1,778,747	749,565
Local revenue	<u>137,854</u>	<u>71,342</u>
Total Revenues	<u>7,492,321</u>	<u>5,530,163</u>
EXPENSES		
Program services:		
Salaries and benefits	3,359,332	2,756,741
Student services	243,193	368,240
Materials and supplies	171,245	190,130
Student nutrition	270,203	264,309
Other expenses	<u>133,304</u>	<u>29,459</u>
Subtotal	<u>4,177,277</u>	<u>3,608,879</u>
Management and general:		
Depreciation	162,543	5,820
Management fee	915,722	1,013,451
Occupancy	620,993	676,885
Operating expenses	556,505	221,826
Interest	<u>126,086</u>	<u>-</u>
Subtotal	<u>2,381,849</u>	<u>1,917,982</u>
Total Expenses	<u>6,559,126</u>	<u>5,526,861</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>933,195</u>	<u>3,302</u>
NET ASSETS, BEGINNING OF YEAR	<u>2,227,218</u>	<u>2,223,916</u>
NET ASSETS, END OF YEAR	<u>\$ 3,160,413</u>	<u>\$ 2,227,218</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 933,195	\$ 3,302
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation expense	162,543	5,820
Changes in operating assets and liabilities:		
Increase in assets		
Accounts receivable	(413,239)	583,204
Intra-company receivable	(332,908)	-
Prepaid expenses and other current assets	(14,351)	-
(Decrease) in liabilities		
Accounts payable and accruals	143,451	(232,740)
Intra-company payable	187,120	-
Net Cash Provided by Operating Activities	<u>665,811</u>	<u>359,586</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(3,800,000)</u>	<u>(21,298)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan Proceeds	<u>2,800,000</u>	<u>-</u>
NET INCREASE (DECREASE) IN CASH	<u>(334,189)</u>	<u>338,288</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,737,714</u>	<u>1,399,426</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 1,403,525</u>	<u>\$ 1,737,714</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ 126,086</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy

Charter school number authorized by the State: 0438

Magnolia Science Academy (Charter School) is a charter school located in Reseda, California that provides sixth through twelfth grade education to approximately 525 students. The Charter School was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. Los Angeles Unified School District renewed the charter agreement in 2012 for a period of five years ending in 2017. The Charter School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

MPM Sherman Way, LLC

The Foundation has the following consolidated affiliates (where the Foundation is the sole member) that were formed to provide assistance with funding capital improvement on behalf of the Foundation's activities. MPM Sherman Way LLC, a California limited liability company.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 14 to the financial statements.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets, as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a Statement of Cash Flows.

Accounting Method - Basis of Accounting

The financial statements were prepared on the accrual basis in accordance with the AICPA's Audit and Accounting Guide, Not-for-Profit Organizations accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenses are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School are a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

MAGNOLIA SCIENCE ACADEMY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The Charter School have adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, management had determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$162,543 and \$5,820, respectively.

Deferred Revenue

Deferred revenue arises when resources are received by the Charter School prior to the incurrence of qualifying expenditures. In subsequent periods, when the obligation in which the resources were received are met, or when the Charter School have a legal claim to the resources, the liability for deferred revenue is removed from the Statement of Net Assets and revenue is recognized.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School' program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include the value of the beneficial interest in a charitable remainder trust.

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2016, the Charter School has \$120,912 designated balance for California Clean Energy Jobs Act and Educator Effectiveness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

NOTE 3 - CASH

Cash at June 30, 2016 and 2015, consisted of the following:

	<u>June 30, 2016</u>		<u>June 30, 2015</u>	
	<u>Reported Amount</u>	<u>Bank Balance</u>	<u>Reported Amount</u>	<u>Bank Balance</u>
Deposits				
Cash on hand and in banks	<u>\$ 1,403,525</u>	<u>\$ 1,405,726</u>	<u>\$ 1,737,714</u>	<u>\$ 1,924,499</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had a balance of \$1,381,366 and \$1,875,004, respectively, in excess of FDIC insured limits. Management believes the Charter School is not exposed to any significant risk related to cash.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
State principal apportionment	\$ 447,806	\$ 356,958
Due from other agencies	9,520	-
Federal receivable	204,868	54,892
State receivable	135,242	-
Lottery	55,822	-
Local receivable	-	28,169
Total Accounts Receivable	<u>\$ 853,258</u>	<u>\$ 440,019</u>

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2016, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016, the Charter School had an intra-company receivable balance of \$332,908 from the Foundation.

NOTE 6 - PREPAID EXPENSES

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Prepaid rent, security deposits, insurance, and miscellaneous vendors	\$ 53,386	\$ 39,035

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Building	\$ 2,800,000	\$ -
Software and equipment	283,867	283,867
Land	1,000,000	-
Building improvements	374,818	374,818
Subtotal	4,458,685	658,685
Less: accumulated depreciation	(745,865)	(583,322)
Total Fixed Assets	\$ 3,712,820	\$ 75,363

During the year ended June 30, 2016 and 2015, \$162,543 and \$5,820, respectively, was charged to depreciation expense.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Salaries and benefits	\$ 26,793	\$ 22,515
Compensated absences	26,405	-
Vendor payables	<u>155,166</u>	<u>42,398</u>
Total Accounts Payable	<u>\$ 208,364</u>	<u>\$ 64,913</u>

NOTE 9 - INTRA-COMPANY PAYABLE

The June 30, 2016, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016, the Charter School had an intra-company payable balance of \$187,120 from the Foundation.

NOTE 10 - NOTES PAYABLE

The Charter School entered into a promissory note agreement with Luxor Properties, Inc. and Michael William Spivak, to purchase the property located at 18220-18228 Sherman Way, Los Angeles, California. The Charter School received a loan in the amount of \$2,800,000. The loan bears an interest rate of 6.50 percent. The terms of the loan require monthly interest payments of \$15,667 for a 23-month period and the remaining principal balance on the final payment. The maturity date is November 1, 2017.

Future payments are as follows:

Fiscal Year Ending	Payments
<u>June 30,</u>	
2017	\$ 182,000
2018	<u>2,875,833</u>
Total Payments	3,057,833
Less: Amount Representing Interest	<u>(257,833)</u>
Total	<u>\$ 2,800,000</u>

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - OPERATING LEASES

Magnolia Science Academy entered into a lease agreement with MPM Sherman Way, LLC on June 1, 2014, for the property located at 18238 Sherman Way, Reseda, California. Monthly payments in the amount of \$37,293 shall be made beginning in fiscal year 2014-2015. The term of the lease expires on July 1, 2034. The Charter School also leases its gymnasium under an operating lease until November 30, 2016, with monthly payment of \$12,126. Lease payments during 2015-2016 were \$488,509.

The future minimum lease commitments are as follows:

<u>Fiscal Year</u>	<u>Facility Lease Payment</u>
2017	\$ 447,516
2018	447,516
2019	447,516
2020	447,516
2021	447,516
Thereafter	<u>5,855,001</u>
Total	<u>\$ 8,092,581</u>

NOTE 12 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, were \$915,722 and \$1,013,451, respectively.

NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

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(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$219,771 and \$151,396, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$19,742 and \$26,917, respectively.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Academies. These payments consist of State General Fund contributions to CalSTRS in the amount of \$114,408 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School are a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between The Charter School and CharterSAFE is such that CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and the Charter School are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$53,087 and \$49,680, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, the Charter School had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 15 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

Magnolia Science Academy has no outstanding claims or litigation.

NOTE 16 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year financial statements.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

On October 18, 2016, Los Angeles Unified School District took action not to extend a five-year renewal for the MSA as of June 30, 2017. In accordance with charter law, Magnolia Educational Research Foundation, working with the MSA, has applied for an appeal and is scheduled for a hearing with Los Angeles County Office of Education on December 6, 2016. Depending on the outcome, alternative appeals are available with the California Department of Education to be concluded by May 2017. Management is 100 percent confident that the continuance of MSA will be ongoing and adhere to all Federal guidelines and State charter laws.

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SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy (Charter Number 0438) was granted on July 1, 2002, by the Los Angeles Unified School District. The Charter School operates one school, grades four through twelve.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	82.24	82.06
Seventh and eighth	175.16	174.41
Ninth through twelfth	261.36	260.27
Total Regular ADA	<u>518.76</u>	<u>516.74</u>
Classroom based ADA		
Sixth	82.24	82.06
Seventh and eighth	175.16	174.41
Ninth through twelfth	261.36	260.27
Total Classroom based ADA	<u>518.76</u>	<u>516.74</u>

The Charter School did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87 Minutes Requirement	2015-16 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		66,512	180	N/A	Complied
Grade 7		66,512	180	N/A	Complied
Grade 8		66,512	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		66,512	180	N/A	Complied
Grade 10		66,512	180	N/A	Complied
Grade 11		66,512	180	N/A	Complied
Grade 12		66,512	180	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 3,197,834
Increase (Decrease) in:	
Intra-company receivable	332,908
Prepaid expenses and other current assets	(300,200)
Security deposits	39,035
(Increase) Decrease in:	
Accounts payable and accruals	77,956
Intra-company payable	<u>(187,120)</u>
Balance, June 30, 2016, Audited Financial Statement	<u>\$ 3,160,413</u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016**

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the schools operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

The Charter School must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of MSA (the Charter School) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 12/02/2016

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA in a separate letter dated _____, 2016.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on State Compliance

We have audited Magnolia Science Academy's (the Charter School) (A California Nonprofit Public Benefit Corporation) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Magnolia Science Academy's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

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The Charter School does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

The Charter School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

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Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

In planning and performing our audit of the financial statements of Magnolia Science Academy, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated _____, 2016 on the financial statements of the Charter School.

Payroll

Observation

It was noted that an "employee" (Teacher) of the Charter School was paid outside of the payroll process as an "independent contractor" for a "home visit".

Recommendation

The Charter School should take the necessary steps to implement procedures to prevent this type of situation from occurring in the future. The determination of an "independent contractor" versus an "employee" should be reviewed with all staff involved in consultant contracts to ensure the staff is aware of the IRS regulations.

Corrective Action Plan

Accounting staff are aware that employees need to be paid through the payroll process and not through the disbursements process.

We will review the status of the current year comments during our next audit engagement.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 2
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 2 (MSA 2) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 2, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA 2's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters***Other Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA 2's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA 2's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 2's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	2016	2015
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 974,391	\$ 571,069
Accounts receivable	433,591	362,421
Intra-company receivable	126,413	103,066
Prepaid expenses and other current assets	10,859	-
Total Current Assets	<u>1,545,254</u>	<u>1,036,556</u>
Non-Current Assets:		
Fixed assets	374,363	198,585
Less: accumulated depreciation	190,348	139,376
Total Non-Current Assets	<u>184,015</u>	<u>59,209</u>
Total Assets	<u>\$ 1,729,269</u>	<u>\$ 1,095,765</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 245,448	\$ 51,506
Intra-company payable	317,863	-
Current portion of long-term obligations	25,006	25,000
Total Current Liabilities	<u>588,317</u>	<u>76,506</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	-	25,000
Total Liabilities	<u>588,317</u>	<u>101,506</u>
NET ASSETS		
Unrestricted	<u>1,140,952</u>	<u>994,259</u>
Total Liabilities and Net Assets	<u>\$ 1,729,269</u>	<u>\$ 1,095,765</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 4,104,344	\$ 3,336,116
Federal revenue	242,928	222,128
Other State revenue	734,177	393,474
Local revenue	121,543	53,812
Total Revenues	<u>5,202,992</u>	<u>4,005,530</u>
EXPENSES		
Program services:		
Salaries and benefits	2,633,051	2,190,290
Student services	235,108	320,550
Materials and supplies	277,624	127,386
Student nutrition	53,394	75,779
Other expenses	137,503	16,738
Management and general:		
Depreciation	50,973	7,720
Management fee	1,145,791	757,224
Occupancy	11,179	140,120
Operating expenses	511,533	214,576
Interest	143	296
Subtotal	<u>1,719,619</u>	<u>1,119,936</u>
Total Expenses	<u>5,056,299</u>	<u>3,850,679</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>146,693</u>	<u>154,851</u>
NET ASSETS, BEGINNING OF YEAR	<u>994,259</u>	<u>839,408</u>
NET ASSETS, END OF YEAR	<u>\$ 1,140,952</u>	<u>\$ 994,259</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in unrestricted net assets	\$ 146,693	\$ 154,851
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	50,972	7,720
Changes in operating assets and liabilities:		
Decrease in assets		
Accounts receivable	(71,170)	169,800
Intra-company receivable	(23,347)	20,103
Prepaid expenses and other current assets	(10,859)	-
Security deposits	-	21,310
Increase in liabilities		
Accounts payable and accruals	193,942	(91,243)
Intra-company payable	317,863	-
Net Cash Provided by Operating Activities	<u>604,094</u>	<u>282,541</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(175,778)</u>	<u>(41,723)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	<u>(24,994)</u>	<u>(24,998)</u>
NET INCREASE IN CASH	403,322	215,820
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>571,069</u>	<u>355,249</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 974,391</u>	<u>\$ 571,069</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ 143</u>	<u>\$ 296</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 2

Charter school number authorized by the State: 0906

Magnolia Science Academy 2 (the Charter School) is a charter school located in Van Nuys, California that provides sixth through twelfth grade education to approximately 475 students. The Charter School was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. The Charter School is economically dependent on Federal and State funding. Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tiered expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 15 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, and , respectively. In addition, the Charter School is required to present a statement of cash flows.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During - , the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, and , management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, and , was \$50,973 and \$7,720, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy 2 consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, , the Charter School has \$93,549 designated balance for California Clean Energy Jobs Act and Educator Effectiveness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA 2's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - CASH

Cash at June 30, Error! **Unknown switch argument.** and , consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	<u>\$ 974,391</u>	<u>\$ 1,026,585</u>	<u>\$ 571,069</u>	<u>\$ 637,167</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed insured limits. The Charter School has not experienced any losses in such accounts. At June 30, and , the Charter School had \$1,008,795 and \$620,780, respectively, in excess of insured limits.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, Error! **Unknown switch argument.** and , consisted of the following:

	2016	2015
State principal apportionment	\$ 363,526	\$ -
Federal receivable	1,445	1,474
Due from other agencies	8,091	360,947
State receivable	9,986	-
Lottery	50,543	-
Total Accounts Receivable	<u>\$ 433,591</u>	<u>\$ 362,421</u>

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, , intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, and , the Charter School had an intra-company receivable balance of \$126,413 and \$103,066, respectively, from the Foundation.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, , consisted of the following:

	<u>2016</u>	<u>2015</u>
Prepaid rent, security deposit, insurance, and miscellaneous vendors	\$ 10,859	\$ -

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, and , consisted of the following:

	<u>2016</u>	<u>2015</u>
Software and equipment	\$ 374,363	\$ 198,585
Less: accumulated depreciation	(190,348)	(139,376)
Total Fixed Assets	<u>\$ 184,015</u>	<u>\$ 59,209</u>

During the year ended June 30, and , \$50,973 and \$7,720, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, Error! **Unknown switch argument.** and , consisted of the following:

	<u>2016</u>	<u>2015</u>
Salaries and benefits	\$ 24,328	\$ 16,498
Compensated absences	18,781	11,290
Vendor payables	198,750	-
Due to other agencies	3,589	23,718
	<u>\$ 245,448</u>	<u>\$ 51,506</u>

NOTE 9 - INTRA-COMPANY PAYABLE

The June 30, , intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, , the Charter School had an intra-company payable balance of \$317,863 from the Foundation.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 10 - REVOLVING LOAN

The Charter School applied for, and was accepted into, the California School Finance Authority Charter School Revolving Loan Program. The Charter School received a loan in the amount of \$100,000. The loan bears an interest rate of 0.24 percent. The terms of the loan require four annual payments of \$25,000 over the next four years and are to be withheld from the apportionment payments. The maturity date is June 30, 2017.

Future payments are as follows:

Fiscal Year Ending June 30, <u>2017</u>	<u>Payments</u> \$ 25,006
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NOTE 11 - FACILITIES USE AGREEMENT

Magnolia Science Academy 2 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating the Charter School education programs and related Charter School's activities. The terms of this agreement are renewed annually and include rental fees shall that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2016, was \$129,991.

NOTE 12 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, and , were \$1,145,791 and \$757,224, respectively.

NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from these multi-employer plan.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP provisions and benefits in effect at June 30, , are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, and , are presented above and the Charter School's total contributions were \$175,219 and \$130,422, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, , are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, and , are presented above and the total Charter School contributions were \$22,484 and \$5,012, respectively.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$89,521 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Contributions are no longer appropriated in the Annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contributions rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves.

NOTE 14 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 15 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between the Charter School and CharterSAFE is such that CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and the Charter School are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year - at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, and , the Charter School made payments of \$41,633 and \$42,200, respectively, to CharterSAFE for services received. At June 30, and , respectively, the Charter School had no recorded accounts receivable or accounts payable to CharterSAFE.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 16 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, , which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year financial.

On October 18, 2016, Los Angeles Unified School District took action not to extend a five-year renewal for the MSA 2 as of June 30, 2017. In accordance with charter law, Magnolia Educational Research Foundation, working with the MSA 2, has applied for an appeal and is scheduled for a hearing with Los Angeles County Office of Education on December 6, 2016. Depending on the outcome, alternative appeals are available with the California Department of Education to be concluded by May 2017. Management is 100 percent confident that the continuance of MSA 2 will be ongoing and adhere to all Federal guidelines and State charter laws.

SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30,

ORGANIZATION

Magnolia Science Academy 2 (Charter Number 0906) was granted on July 1, 2002, by the Los Angeles Unified School District. The Charter School operates one school, grades six through twelve.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30,

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	91.00	90.10
Seventh and eighth	199.01	198.47
Ninth through twelfth	168.81	167.31
Total Regular ADA	<u>458.82</u>	<u>455.88</u>
Classroom based ADA		
Sixth	91.00	90.10
Seventh and eighth	199.01	198.47
Ninth through twelfth	168.81	167.31
Total Classroom based ADA	<u>458.82</u>	<u>455.88</u>

The Charter School did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30,

Grade Level	1986-87 Minutes Requirement	2015-16 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		64,920	180	N/A	Complied
Grade 7		64,920	180	N/A	Complied
Grade 8		64,920	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		64,920	180	N/A	Complied
Grade 10		64,920	180	N/A	Complied
Grade 11		64,920	180	N/A	Complied
Grade 12		64,920	180	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30,**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 1,210,746
Increase (Decrease) in:	
Accounts receivable	2,603
Intra-company receivable	126,413
Prepaid expenses and other current assets	(50,930)
(Increase) Decrease in:	
Accounts payable and accruals	169,983
Intra-company payable	<u>(317,863)</u>
Balance, June 30, 2016, Audited Financial Statement	<u>\$ 1,140,952</u>

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30,

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

INDEPENDENT AUDITOR'S REPORTS

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy 2
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy 2 (MSA 2) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA 2's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 2's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 2's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 2's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 2's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 2
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

Report on State Compliance

We have audited Magnolia Science Academy 2's (MSA 2) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of MSA 2's State government programs as noted below for the year ended June 30, .

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

Other Matters

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

The Charter School does not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

The Charter School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

The Charter School did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

, California

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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

Governing Board
Magnolia Science Academy 2
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 2, for the year ended Error! Unknown **switch argument.**, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for the Charter School for the year ended June 30, 2016.

Rancho Cucamonga, California

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 3
(A California Nonprofit Public Benefit Corporation)
Carson, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 3 (MSA 3) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

DRAFT 12/02/2016

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 3, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA 3's consolidated financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Other Matters***Other Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA 3's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA 3's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 3's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 363,932	\$ 183,685
Accounts receivable	534,302	360,992
Intra-company receivable	348,184	307,336
Prepaid expenses and other current assets	10,967	-
Total Current Assets	<u>1,257,385</u>	<u>852,013</u>
Non-Current Assets:		
Fixed assets	221,439	136,648
Less: accumulated depreciation	139,895	128,230
Total Non-Current Assets	<u>81,544</u>	<u>8,418</u>
Total Assets	<u>\$ 1,338,929</u>	<u>\$ 860,431</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 243,954	\$ 63,602
Intra-company payable	119,551	-
Total Current Liabilities	<u>363,505</u>	<u>63,602</u>
NET ASSETS		
Unrestricted	975,424	796,829
Total Liabilities and Net Assets	<u>\$ 1,338,929</u>	<u>\$ 860,431</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 4,024,495	\$ 3,406,316
Federal revenue	449,664	490,995
Other State revenue	979,204	580,951
Local revenue	96,494	16,668
Total Revenues	<u>5,549,857</u>	<u>4,494,930</u>
EXPENSES		
Program services:		
Salaries and benefits	2,983,579	2,345,482
Student services	422,937	352,586
Materials and supplies	3,053	142,912
Student nutrition	346,028	315,244
Other expenses	126,013	28,199
Subtotal	<u>3,881,610</u>	<u>3,184,423</u>
Management and general:		
Depreciation	11,665	22,673
Management fee	873,103	762,632
Occupancy	225,343	420,651
Operating expenses	379,541	541
Debt service	-	72
Subtotal	<u>1,489,652</u>	<u>1,206,569</u>
Total Expenses	<u>5,371,262</u>	<u>4,390,992</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>178,595</u>	<u>103,938</u>
NET ASSETS, BEGINNING OF YEAR	<u>796,829</u>	<u>692,891</u>
NET ASSETS, END OF YEAR	<u>\$ 975,424</u>	<u>\$ 796,829</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 178,595	\$ 103,938
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	11,665	22,673
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(173,310)	135,497
Intra-company receivable	(40,848)	(82,636)
Prepaid expenses and other current assets	(10,967)	-
Security deposits	-	20,035
Increase (Decrease) in liabilities		
Accounts payable and accruals	180,352	(229,704)
Intra-company payable	119,551	-
Net Cash Provided by Operating Activities	<u>265,038</u>	<u>(30,197)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(84,791)</u>	<u>-</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>180,247</u>	<u>(30,197)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>183,685</u>	<u>213,882</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 363,932</u>	<u>\$ 183,685</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ 72</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 3

Charter school number authorized by the State: 0917

Magnolia Science Academy 3 (the Charter School) is a charter school located in Carson, California that provides sixth through twelfth grade education to approximately 445 students. The Charter School was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. The Charter School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 14 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a statement of cash flows.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)**DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS**
JUNE 30, 2016

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$11,665 and \$22,673, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2016, the Charter School has \$91,004 designated balance for California Clean Energy Jobs Act and Educator Effectiveness.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA 3's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

NOTE 3 - CASH

Cash at June 30, 2016 and 2015, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 363,932	\$ 427,918	\$ 183,685	\$ 313,439

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had \$420,502 and \$305,378, respectively, in excess of insured limits.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
State principal apportionment	\$ 356,981	\$ 291,758
Due from other agencies	7,988	-
Federal receivable	90,365	48,274
State receivable	31,662	1,118
Lottery	46,853	19,842
Local receivable	<u>453</u>	<u>-</u>
Total Accounts Receivable	<u>\$ 534,302</u>	<u>\$ 360,992</u>

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2016, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. On June 30, 2016 and 2015, the Charter School had an intercompany receivable balance of \$348,184 and \$307,336, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Prepaid rent, security deposit, insurance, and miscellaneous vendors	<u>\$ 10,967</u>	<u>\$ -</u>

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Software and equipment	\$ 221,439	\$ 136,648
Less: accumulated depreciation	(139,895)	(128,230)
Total Fixed Assets	<u>\$ 81,544</u>	<u>\$ 8,418</u>

During the year ended June 30, 2016 and 2015, \$11,665 and \$22,673, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Salaries and benefits	\$ -	\$ 34,875
Compensated absences	15,094	-
Vendor payables	202,106	28,727
Due to other agencies	26,754	-
Total Accounts Payable	<u>\$ 243,954</u>	<u>\$ 63,602</u>

NOTE 9 - INTRA-COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company payable balance of \$119,551 and \$0, respectively, from the Foundation.

NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy 3 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating the Charter School education programs and related Charter School's activities. The terms of this agreement are renewed annually and include rental fees shall that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2016, was \$223,111.

MAGNOLIA SCIENCE ACADEMY 3
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Future payments are as follows:

<u>Fiscal Year</u>	<u>Facility Lease Payments</u>
2017	<u>\$ 203,688</u>

NOTE 11 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, was \$873,103 and \$762,632, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

MAGNOLIA SCIENCE ACADEMY 3
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$154,884 and \$127,798, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

MAGNOLIA SCIENCE ACADEMY 3
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$23,315 and \$4,046, respectively.

MAGNOLIA SCIENCE ACADEMY 3
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$97,301 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves.

NOTE 13 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between the Charter School and CharterSAFE is such that CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and the Charter School are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$42,038 and \$41,530, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, respectively, the Charter School had no recorded accounts receivable or accounts payable to CharterSAFE.

MAGNOLIA SCIENCE ACADEMY 3
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 15 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year financial.

On October 18, 2016, Los Angeles Unified School District took action not to extend a five-year renewal for the MSA 3 as of June 30, 2017. In accordance with charter law, Magnolia Educational Research Foundation, working with the MSA 3, has applied for an appeal and is scheduled for a hearing with Los Angeles County Office of Education on December 6, 2016. Depending on the outcome, alternative appeals are available with the California Department of Education to be concluded by May 2017. Management is 100 percent confident that the continuance of MSA 3 will be ongoing and adhere to all Federal guidelines and State charter laws.

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SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy 3 (Charter Number 0917) was granted on July 12, 2007, and renewed in 2012, for a period of five years expiring June 30, 2017, by the Los Angeles Unified School District. The Charter School operates one school, grades six through twelve.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

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SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	84.39	83.74
Seventh and eighth	187.43	186.40
Ninth through twelfth	<u>166.91</u>	<u>165.51</u>
Total Regular ADA	<u><u>438.73</u></u>	<u><u>435.65</u></u>
Classroom based ADA		
Sixth	84.39	83.74
Seventh and eighth	187.43	186.40
Ninth through twelfth	<u>166.91</u>	<u>165.51</u>
Total Classroom based ADA	<u><u>438.73</u></u>	<u><u>435.65</u></u>

The Charter School did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 3
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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87	2015-16	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		65,570	179	N/A	Complied
Grade 7		65,570	179	N/A	Complied
Grade 8		65,570	179	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		65,570	179	N/A	Complied
Grade 10		65,570	179	N/A	Complied
Grade 11		65,570	179	N/A	Complied
Grade 12		65,570	179	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

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**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 976,776
Increase (Decrease) in:	
Intra-company receivable	348,184
Prepaid expenses and other current assets	(299,222)
(Increase) Decrease in:	
Accounts payable and accruals	69,237
Intra-company receivable	<u>(119,551)</u>
Balance, June 30, 2016, Audited Financial Statement	<u>\$ 975,424</u>

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

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NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy 3
(A California Nonprofit Public Benefit Corporation)
Carson, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy 3 (MSA 3) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA 3's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 3's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 3's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 3's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 3's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA 3 in a separate letter dated _____, 2016.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 3
(A California Nonprofit Public Benefit Corporation)
Carson, California

Report on State Compliance

We have audited Magnolia Science Academy 3's (MSA 3) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

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The Charter School does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

The Charter School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

The Charter School did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

DRAFT 12/02/2016

Governing Board
Magnolia Science Academy 3
(A California Nonprofit Public Benefit Corporation)
Carson, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 3, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated _____, 2016 on the financial statements of the Charter School.

Cash Collections

Observation

Teachers collecting funds at the Charter School do not use triplicate, pre-numbered receipt, logs, tally sheets or any sort of adequate cash collection backup.

Recommendation

It is recommended that the Charter School use triplicate, pre-numbered, receipt books. Tally sheets may also be used as the cash receipt control procedure. Two people should be involved: one person to make a mark on the tally sheet when an item is sold and issue the goods and another person to collect the cash. When it is not practical to use pre-numbered receipts due to high volume of collections for small amounts of cash collected, it is recommended that the individual collecting funds use a class roster or a log in lieu of triplicate, pre-numbered receipts. Documents mentioned are to be provided to the front office along with funds received.

Corrective Action Plans

The school sites are responsible for keeping proper supporting documentation for the collection of money. MERF will be reviewing procedures with all principals to enhance the verification of deposits and will be tested periodically to double-check the collections.

Governing Board
Magnolia Science Academy 3

DRAFT 12/02/2016

Cash Disbursements

Observation

It was noted that an "employee" of the charter school was paid outside of the payroll process as an "independent contractor" for "referee services".

Recommendation

The Charter School should take the necessary steps to implement procedures to prevent this type of situation from occurring in the future. The determination of an "independent contractor" versus an "employee" should be reviewed with all staff involved in consultation contracts to ensure the staff is aware of the IRS regulations. In addition, the charter school should perform a review of the procedures for determining who receives a Form 1099 to ensure all 1099's are properly issued.

Corrective Action Plan

Accounting staff is aware that employees are to be paid through the payroll process and not through the disbursements process.

We will review the status of the current year comments during our next audit engagement.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

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DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 4
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 4 (MSA 4) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 12/02/2016

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 4, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA 4's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA 4's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA 4's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 4's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 494,503	\$ 352,618
Accounts receivable	198,718	142,430
Intra-company receivable	203,328	24,822
Prepaid expenses and other current assets	5,624	-
Total Current Assets	<u>902,173</u>	<u>519,870</u>
Non-Current Assets:		
Fixed assets	164,670	117,493
Less: accumulated depreciation	100,526	91,160
Total Non-Current Assets	<u>64,144</u>	<u>26,333</u>
Total Assets	<u>\$ 966,317</u>	<u>\$ 546,203</u>
LIABILITIES		
Current Liabilities		
Accounts payable and accruals	\$ 141,922	\$ 79,383
Intra-company payable	161,905	-
Total Current Liabilities	<u>303,827</u>	<u>79,383</u>
NET ASSETS		
Unrestricted	<u>662,490</u>	<u>466,820</u>
Total Liabilities and Net Assets	<u>\$ 966,317</u>	<u>\$ 546,203</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 1,634,775	\$ 1,703,922
Federal revenue	227,541	138,952
Other State revenue	328,641	239,123
Local revenue	89,919	30,265
Total Revenues	<u>2,280,876</u>	<u>2,112,262</u>
EXPENSES		
Program services:		
Salaries and benefits	1,099,403	1,036,532
Student services	159,500	153,122
Materials and supplies	111,372	30,916
Student nutrition	47,129	52,263
Other expenses	29,526	4,885
Subtotal	<u>1,446,930</u>	<u>1,277,718</u>
Management and general:		
Depreciation	9,366	4,264
Management fee	342,757	237,895
Occupancy	145,840	146,543
Operating expenses	140,313	217,380
Interest	-	234
Subtotal	<u>638,276</u>	<u>606,316</u>
Total Expenses	<u>2,085,206</u>	<u>1,884,034</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>195,670</u>	<u>228,228</u>
NET ASSETS, BEGINNING OF YEAR	<u>466,820</u>	<u>238,592</u>
NET ASSETS, END OF YEAR	<u>\$ 662,490</u>	<u>\$ 466,820</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 195,670	\$ 228,228
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	9,366	4,264
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(56,288)	44,676
Intra-company receivable	(178,506)	(24,822)
Prepaid expenses and other current assets	(5,624)	-
Security deposits	-	19,225
Increase in liabilities		
Accounts payable and accruals	62,539	23,362
Intra-company payable	161,905	-
Net Cash Provided by Operating Activities	<u>189,062</u>	<u>294,933</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(47,177)</u>	<u>(24,863)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	<u>-</u>	<u>(20,103)</u>
NET CHANGE IN CASH	<u>141,885</u>	<u>249,967</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>352,618</u>	<u>102,651</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 494,503</u>	<u>\$ 352,618</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ 234</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 4

Charter school number authorized by the State: 0986

Magnolia Science Academy 4 (the Charter School) is a charter school located in Los Angeles, California that provides sixth through twelfth grade education to approximately 180 students. The Charter School was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. The Charter School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 14 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a statement of cash flows.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)**DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS**
JUNE 30, 2016

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$9,366 and \$4,264, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2016, the Charter School has a \$72,231 designated balance for California Clean Energy Jobs Act and Educator Effectiveness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA 4's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - CASH

Cash at June 30, 2016 and 2015, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 494,503	\$ 517,562	\$ 352,618	\$ 565,596

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had \$508,593 and \$551,050, respectively, in excess of insured limits.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
State principal apportionment	\$ 134,990	\$ 124,184
Due from other agencies	3,990	-
Federal receivable	10,308	6,812
State receivable	33,180	3,751
Lottery	16,249	7,683
Total Accounts Receivable	\$ 198,717	\$ 142,430

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2015, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company receivable balance of \$203,328 and \$24,822, respectively, from the Foundation.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - PREPAID EXPENSES

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Prepaid rent, security deposit, insurance, and miscellaneous vendors	\$ 5,624	\$ -

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Software and equipment	\$ 164,670	\$ 117,493
Less: accumulated depreciation	(100,526)	(91,160)
Total Fixed Assets	<u>\$ 64,144</u>	<u>\$ 26,333</u>

During the year ended June 30, 2016 and 2015, \$9,366 and \$4,264, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Salaries and benefits	\$ 11,840	\$ 31,298
Compensated absences	6,462	-
Vendor payables	31,967	24,357
Due to other agencies	91,653	23,728
Total Accounts Payable	<u>\$ 141,922</u>	<u>\$ 79,383</u>

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 9 - INTRA-COMPANY PAYABLE

The June 30, 2016, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016, the Charter School had an intra-company payable balance of \$161,905 from the Foundation.

NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy 4 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating the Charter School education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees shall that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2016, was \$145,840.

NOTE 11 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, was \$342,757 and \$237,895, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$74,878 and 59,297, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$4,237 and \$3,739, respectively.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$45,168 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Contributions are no longer appropriated in the Annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contributions rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves.

NOTE 13 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between the Charter School and CharterSAFE is such that CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and the Charter School are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$21,531 and \$21,438, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, respectively, the Charter School had no recorded accounts receivable or accounts payable to CharterSAFE.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 15 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy (Charter Number 0986) was granted on May 8, 2008, by the Los Angeles Unified School District. The Charter School operates one school, grades six through twelve.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	12.67	12.67
Seventh and eighth	56.17	56.51
Ninth through twelfth	<u>108.73</u>	<u>109.00</u>
Total Regular ADA	<u><u>177.57</u></u>	<u><u>178.18</u></u>
Classroom based ADA		
Sixth	12.67	12.67
Seventh and eighth	56.17	56.51
Ninth through twelfth	<u>108.73</u>	<u>109.00</u>
Total Classroom based ADA	<u><u>177.57</u></u>	<u><u>178.18</u></u>

The Charter School did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87	2015-16	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		64,854	179	N/A	Complied
Grade 7		64,854	179	N/A	Complied
Grade 8		64,854	179	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		64,854	179	N/A	Complied
Grade 10		64,854	179	N/A	Complied
Grade 11		64,854	179	N/A	Complied
Grade 12		64,854	179	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 763,641
Increase (Decrease) in:	
Cash and cash equivalents	834
Intra-company receivable	203,328
Prepaid expenses and other current assets	(195,652)
(Increase) Decrease in:	
Accounts payable and accruals	52,244
Intra-company payable	<u>(161,905)</u>
Balance, June 30, 2016, Audited Financial Statement	<u>\$ 662,490</u>

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy 4
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy 4 (MSA 4) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA 4's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 4's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 4's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 4's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA 4's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 12/02/2016

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 4's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA 4 in a separate letter dated _____, 2016.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 4's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 4's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 4
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on State Compliance

We have audited Magnolia Science Academy 4's (the Charter School) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

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The Charter School does not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

The Charter School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

The Charter School did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

DRAFT 12/02/2016

Governing Board
Magnolia Science Academy 4
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 4, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated _____, 2016 on the financial statements of the Academy.

Cash Collections

Observation

Cash collections are not all being receipted or logged at the time collection.

Recommendation

To strengthen the procedures over cash collections, all cash should be verified and receipted at the time of or very soon after the money is collected. This procedure prevents and avoids any dispute over the amount of cash submitted by the person turning in the funds to the office. The immediate receipting process is also a tool to reconcile the cash awaiting deposit to the receipts issued since the last deposit. The current system would not disclose that funds have been misplaced or stolen since the cash on hand at the date of the deposit would be the only funds receipted.

Corrective Action Plan

We will review the status of the current year comments during our next audit engagement.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 5
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 5 (MSA 5) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 12/02/2016

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 5, as of June 30, 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA 5's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA 5's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA 5's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 5's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 728,184	\$ 925,625
Accounts receivable	277,438	66,084
Intra-company receivable	206,150	180,692
Prepaid expenses and other current assets	1,232	-
Total Current Assets	<u>1,213,004</u>	<u>1,172,401</u>
Non-Current Assets:		
Fixed assets	111,918	111,918
Less: accumulated depreciation	105,008	91,406
Total Non-Current Assets	<u>6,910</u>	<u>20,512</u>
Total Assets	<u>\$ 1,219,914</u>	<u>\$ 1,192,913</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 128,016	\$ 337,641
Intra-company payable	14,383	-
Total Current Liabilities	<u>142,399</u>	<u>337,641</u>
NET ASSETS		
Unrestricted	<u>1,077,515</u>	<u>855,272</u>
Total Liabilities and Net Assets	<u>\$ 1,219,914</u>	<u>\$ 1,192,913</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 1,245,541	\$ 780,024
Federal revenue	218,990	78,761
Other State revenue	270,288	169,416
Local revenue	14,618	6,657
Total Revenues	<u>1,749,437</u>	<u>1,034,858</u>
EXPENSES		
Program services:		
Salaries and benefits	885,733	619,946
Student services	162,880	84,723
Materials and supplies	16,125	37,620
Student nutrition	51,935	16,246
Other expenses	28,553	3,878
Subtotal	<u>1,145,226</u>	<u>762,413</u>
Management and general:		
Depreciation	13,602	14,927
Management fee	142,214	103,749
Occupancy	100,264	99,063
Operating expenses	125,888	85,552
Interest	-	3,396
Subtotal	<u>381,968</u>	<u>306,687</u>
Total Expenses	<u>1,527,194</u>	<u>1,069,100</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>222,243</u>	<u>(34,242)</u>
NET ASSETS, BEGINNING OF YEAR	<u>855,272</u>	<u>889,514</u>
NET ASSETS, END OF YEAR	<u>\$ 1,077,515</u>	<u>\$ 855,272</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 222,243	\$ (34,242)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	13,602	14,927
Changes in operating assets and liabilities:		
Decrease in assets		
Accounts receivable	(211,354)	166,035
Intra-company receivable	(25,458)	169,308
Prepaid expenses and other current assets	(1,232)	-
Increase in liabilities		
Accounts payable and accruals	(209,625)	278,735
Intra-company payable	14,383	-
Net Cash Provided by (Used in) Operating Activities	<u>(197,441)</u>	<u>594,763</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>-</u>	<u>(11,281)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	<u>-</u>	<u>(16,688)</u>
NET CHANGE IN CASH	<u>(197,441)</u>	<u>566,794</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>925,625</u>	<u>358,831</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 728,184</u>	<u>\$ 925,625</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ 3,396</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 5

Charter school number authorized by the State: 0987

Magnolia Science Academy 5 (the Charter School), formerly located in Hollywood, now located in Reseda, California provides sixth through eighth grade education to approximately 150 students. The Charter School was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. The Charter School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 13 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a statement of cash flows.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)**DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS**
JUNE 30, 2016

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$13,602 and \$14,927.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2016, the Charter School has a \$100,553 designated balance for California Clean Energy Jobs Act and Educator Effectiveness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA 5's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - CASH

Cash at June 30, 2016 and 2015, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in bank	\$ 728,184	\$ 751,356	\$ 925,625	\$ 1,020,968

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had a balance of \$738,335 and \$994,710, respectively, in excess of FDIC insured limits. Management believes the Charter School is not exposed to any significant risk related to cash.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
State principal apportionment	\$ 158,778	\$ 44,351
Due from other agencies	1,900	
Federal receivable	75,657	413
State receivable	22,155	1,146
Lottery	18,948	9,204
Local receivable	-	10,970
Total Accounts Receivable	\$ 277,438	\$ 66,084

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2015, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company receivable balance of \$206,150 and \$180,692, respectively, from the Foundation.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - PREPAID EXPENSES

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>\$ 1,232</u>	<u>\$ -</u>

NOTE 7 - FIXED ASSETS

Property and equipment consisted of the following at June 30, 2016 and 2015:

	<u>2016</u>	<u>2015</u>
Software and equipment	\$ 111,918	\$ 111,918
Less: accumulated depreciation	<u>(105,008)</u>	<u>(91,406)</u>
Total Fixed Assets	<u>\$ 6,910</u>	<u>\$ 20,512</u>

During the year ended June 30, 2016 and 2015, \$13,602 and \$14,927, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Salaries and benefits	\$ 5,570	\$ 16,962
Compensated absences	5,688	-
Vendor payables	87,648	30,276
Due to other agencies	<u>29,110</u>	<u>290,403</u>
Total Accounts Payable	<u>\$ 128,016</u>	<u>\$ 337,641</u>

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 9 - INTRA-COMPANY PAYABLE

The June 30, 2016, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016, the Charter School had an intra-company payable balance of \$14,383 from the Foundation.

NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy 5 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating the Charter School education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees shall that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2016, was \$100,168.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2017	<u>\$ 100,168</u>

NOTE 11 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, were \$142,214 and \$103,749, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from these multi-employer plan.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

MAGNOLIA SCIENCE ACADEMY 5
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$57,348 and \$31,370, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

MAGNOLIA SCIENCE ACADEMY 5
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$8,358 and \$3,899, respectively.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$56,811 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves.

NOTE 13 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) DBA CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between the Charter School and the CharterSAFE is such that the CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

The CharterSAFE has budgeting and financial reporting requirements independent of member units and the CharterSAFE's financial statements are not presented in these financial statements; however, transactions between the CharterSAFE and the Charter School are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$12,586 and \$9,421, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, respectively, the Charter School had no recorded accounts receivable or accounts payable to the CharterSAFE.

NOTE 14 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 15 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

On October 18, 2016, Los Angeles Unified School District took action not to extend a five-year renewal for MSA as of June 30, 2017. In accordance with charter law, Magnolia Educational Research Foundation, working with MSA, has applied for an appeal and is scheduled for a hearing with Los Angeles County Office of Education on December 20, 2016. Depending on the outcome, alternative appeals are available with the California Department of Education to be concluded by May 2017. Management is 100 percent confident that the continuance of MSA will be ongoing and adhere to all Federal guidelines and State charter laws.

DRAFT 12/02/2016

SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy (Charter Number 0987) was granted on May 8, 2008, by the Los Angeles Unified School District. The Charter School has been approved for grades six through eight and operated one school, grades six through eight for the year ended June 30, 2016.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 5
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DRAFT 12/02/2016

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	61.74	61.67
Seventh and eighth	81.41	82.32
Total Regular ADA	<u>143.15</u>	<u>143.99</u>
Classroom based ADA		
Sixth	61.74	61.67
Seventh and eighth	81.41	82.32
Total Classroom based ADA	<u>143.15</u>	<u>143.99</u>

The Charter School did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87	2015-16	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		62,640	180	N/A	Complied
Grade 7		62,640	180	N/A	Complied
Grade 8		62,640	180	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 1,144,335
Increase (Decrease) in:	
Cash and cash equivalents	1,396
Accounts receivable	24,793
Intra-company receivable	206,150
Prepaid expenses and other current assets	(232,722)
(Increase) in:	
Accounts payable and accruals	(52,054)
Intra-company payable	(14,383)
Balance, June 30, 2016, Audited Financial Statement	<u>\$ 1,077,515</u>

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy 5
(A California Nonprofit Public Benefit Corporation)
Reseda, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of MSA 5 (the Charter School) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA 5's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 5's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 5's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 5's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 12/02/2016

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 5's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 5
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on State Compliance

We have audited Magnolia Science Academy 5's (the Charter School) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

DRAFT 12/02/2016

The Charter School does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

The Charter School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

The Charter School did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

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Governing Board
Magnolia Science Academy 5
(A California Nonprofit Public Benefit Corporation)
Reseda, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 5, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for the Charter School for the year ended June 30, 2016.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 6
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 6 (MSA 6) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 12/02/2016

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 6, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA 6's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA 6's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA 6's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 6's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 535,854	\$ 806,785
Accounts receivable	297,410	229,670
Intra-company receivable	300,000	-
Prepaid expenses and other current assets	3,835	8,000
Total Current Assets	<u>1,137,099</u>	<u>1,044,455</u>
Non-Current Assets:		
Fixed assets	148,877	62,699
Less: accumulated depreciation	82,477	62,699
Total Non-Current Assets	<u>66,400</u>	<u>-</u>
Total Assets	<u>\$ 1,203,499</u>	<u>\$ 1,044,455</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 136,224	\$ 388,721
Intra-company payable	110,010	181,177
Total Current Liabilities	<u>246,234</u>	<u>569,898</u>
NET ASSETS		
Unrestricted	<u>957,265</u>	<u>474,557</u>
Total Liabilities and Net Assets	<u>\$ 1,203,499</u>	<u>\$ 1,044,455</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 1,415,790	\$ 1,155,329
Federal revenue	137,157	105,101
Other State revenue	387,689	221,875
Local revenue	38,359	29,582
Total Revenues	<u>1,978,995</u>	<u>1,511,887</u>
EXPENSES		
Program services:		
Salaries and benefits	843,832	686,248
Student services	74,310	52,787
Materials and supplies	55,947	37,676
Student nutrition	51,330	30,234
Other expenses	57,410	9,755
Subtotal	<u>1,082,829</u>	<u>816,700</u>
Management and general:		
Depreciation	19,778	8,461
Management fee	167,776	-
Occupancy	109,407	96,000
Operating expenses	116,497	180,631
Subtotal	<u>413,458</u>	<u>285,092</u>
Total Expenses	<u>1,496,287</u>	<u>1,101,792</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>482,708</u>	<u>410,095</u>
NET ASSETS, BEGINNING OF YEAR	<u>474,557</u>	<u>64,462</u>
NET ASSETS, END OF YEAR	<u>\$ 957,265</u>	<u>\$ 474,557</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 482,708	\$ 410,095
Adjustments to reconcile change in net assets to net cash provided by (used) operating activities:		
Depreciation expense	19,778	8,461
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(67,740)	93,655
Intra-company receivable	(300,000)	(294,100)
Prepaid expenses and other current assets	4,165	(8,000)
(Decrease) in liabilities		
Accounts payable and accruals	(252,497)	288,436
Intra-company payable	(71,167)	173,719
Net Cash Provided (Used) by Operating Activities	<u>(184,753)</u>	<u>672,266</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(86,178)</u>	<u>-</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	<u>-</u>	<u>(23,438)</u>
NET INCREASE (DECREASE) IN CASH	<u>(270,931)</u>	<u>648,828</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>806,785</u>	<u>157,957</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 535,854</u>	<u>\$ 806,785</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 6

Charter school number authorized by the State: 0988

Magnolia Science Academy-6 (School) is a charter school located in Los Angeles, California that provides sixth through eighth grade education to approximately 175 students. The School was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. The School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 14 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a statement of cash flows.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)**DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS**
JUNE 30, 2016

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$19,778 and \$8,461, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2016, the Charter School has \$64,308 designated balance for California Clean Energy Jobs Act and Educator Effectiveness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA 6's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - CASH

Cash at June 30, 2016 and 2015, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in bank	\$ 535,854	\$ 542,341	\$ 806,785	\$ 847,430

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had \$532,943 and \$597,430, respectively, in excess of insured limits.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
State principal apportionment	\$ 178,016	\$ 187,628
Due from other agencies	2,914	-
Federal receivable	34,888	8,578
State receivable	62,845	6,000
Lottery	18,747	5,694
Local receivable	-	21,770
Total Accounts Receivable	\$ 297,410	\$ 229,670

NOTE 5 - INTRA-COMPANY RECEIVABLE

The intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company receivable balance of \$300,000 and \$0, respectively, from the Foundation.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - PREPAID EXPENSES

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>\$ 3,835</u>	<u>\$ 8,000</u>

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Software and equipment	\$ 148,877	\$ 62,699
Less: accumulated depreciation	(82,477)	(62,699)
Total Fixed Assets	<u>\$ 66,400</u>	<u>\$ -</u>

During the year ended June 30, 2016 and 2015, \$19,778 and \$8,461, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Salaries and benefits	\$ 9,282	\$ 16,095
Compensated absences	6,688	-
Vendor payables	52,144	30,724
Due to other agencies	-	341,902
State principal apportionment	68,110	-
Total Accounts Payable	<u>\$ 136,224</u>	<u>\$ 388,721</u>

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 9 - INTRA-COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company payable balance of \$110,010 and \$181,177, respectively, from the Foundation.

NOTE 10 - OPERATING LEASE

Magnolia Science Academy 6 entered into a lease agreement with First Lutheran Church of Culver City and Palms on August 1, 2015, for the property located at 3754 Dunn Drive, Los Angeles, California for the sole purpose of operating the Charter School educational programs and related Charter School activities. Lease payments during 2015-2016 were \$109,257.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2017	<u>\$ 114,000</u>

NOTE 11 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, was \$65,483 and \$150,563, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$58,420 and \$35,864, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before	On or after
	December 31, 2012	January 1, 2013
Hire date		
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$5,116 and \$4,020, respectively.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$29,920 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves.

NOTE 13 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between the Charter School and CharterSAFE is such that CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and the Charter School are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$14,337 and \$13,602, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, respectively, the Charter School had no recorded accounts receivable or accounts payable to CharterSAFE.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 15 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the

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SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy 6 (Charter Number 0988) was granted on May 8, 2008, by the Los Angeles Unified School District. The Charter School operates one school, grades six through eight.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 6
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SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	61.26	61.45
Seventh and eighth	<u>106.39</u>	<u>107.04</u>
Total Regular ADA	<u><u>167.65</u></u>	<u><u>168.49</u></u>
Classroom based ADA		
Sixth	61.26	61.45
Seventh and eighth	<u>106.39</u>	<u>107.04</u>
Total Classroom based ADA	<u><u>167.65</u></u>	<u><u>168.49</u></u>

The Charter School did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 6
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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87 Minutes Requirement	2015-16 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		62,840	180	N/A	Complied
Grade 7		62,840	180	N/A	Complied
Grade 8		62,840	180	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 1,006,776
Increase (Decrease) in:	
Cash and cash equivalents	55
Intra-company receivable	300,000
Prepaid expenses and other current assets	(292,283)
(Increase) Decrease in:	
Accounts payable and accruals	52,727
Intra-company payable	<u>(110,010)</u>
Balance, June 30, 2016, Audited Financial Statement	<u><u>\$ 957,265</u></u>

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy 6
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of MSA 6 (the Charter School) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA 6's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 6's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 6's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 6's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 6's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 6
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on State Compliance

We have audited Magnolia Science Academy 6's (the Charter School) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

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The Charter School does not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

The Charter School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

Rancho Cucamonga, California
_____, 2016

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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

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Governing Board
Magnolia Science Academy 6
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 6, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for the Charter School for the year ended June 30, 2016.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board of Directors
Magnolia Science Academy 7
(A California Non-Profit Public Benefit Corporation)
Northridge, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 7 (MSA 7) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 7, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Comparative Information

The prior year comparative information has been derived from MSA 7's consolidated financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA 7's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA 7's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 7's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	2016	2015
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 914,277	\$ 924,010
Accounts receivable	372,498	502,994
Intra-company receivable	112,514	133,118
Prepaid expenses and other current assets	28,109	-
Total Current Assets	<u>1,427,398</u>	<u>1,560,122</u>
Non-Current Assets		
Security deposits	4,000	4,000
Fixed assets	122,900	110,112
Less: accumulated depreciation	84,099	59,072
Total Non-Current Assets	<u>42,801</u>	<u>55,040</u>
Total Assets	<u>\$ 1,470,199</u>	<u>\$ 1,615,162</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 389,849	\$ 777,660
Intra-company payable	132,998	-
Total Current Liabilities	<u>522,847</u>	<u>777,660</u>
NET ASSETS		
Unrestricted	947,352	837,502
Total Liabilities and Net Assets	<u>\$ 1,470,199</u>	<u>\$ 1,615,162</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 2,384,759	\$ 2,049,711
Federal revenue	243,652	249,512
Other State revenue	808,969	618,969
Local revenue	77,755	60,292
Total Revenues	<u>3,515,135</u>	<u>2,978,484</u>
EXPENSES		
Program services:		
Salaries and benefits	1,710,538	1,344,404
Student services	184,561	166,133
Materials and supplies	77,871	149,099
Student nutrition	149,306	139,482
Other expenses	79,655	58,525
Subtotal	<u>2,201,931</u>	<u>1,857,643</u>
Management and general:		
Depreciation	25,027	25,417
Management fee	545,689	450,015
Occupancy	280,315	228,598
Operating expenses	352,323	177,687
Interest	-	135
Subtotal	<u>1,203,354</u>	<u>881,852</u>
Total Expenses	<u>3,405,285</u>	<u>2,739,495</u>
CHANGE IN UNRESTRICTED NET ASSETS	109,850	238,989
NET ASSETS, BEGINNING OF YEAR	<u>837,502</u>	<u>598,513</u>
NET ASSETS, END OF YEAR	<u>\$ 947,352</u>	<u>\$ 837,502</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 109,850	\$ 238,989
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	25,027	25,417
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	130,496	(19,707)
Intra-company receivable	20,604	(133,118)
Prepaid expenses and other current assets	(28,109)	-
Security deposits	-	20,259
Increase in liabilities:		
Accounts payable and accruals	(387,811)	596,613
Intra-company payable	132,998	-
Net Cash Provided by Operating Activities	<u>3,055</u>	<u>728,453</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(12,788)</u>	<u>(33,706)</u>
CHANGE IN CASH	<u>(9,733)</u>	<u>694,747</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>924,010</u>	<u>229,263</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 914,277</u>	<u>\$ 924,010</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ 135</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 7

Charter school number authorized by the State: 0989

Magnolia Science Academy 7 (Charter School) is a charter school located in Northridge, California that provides kindergarten through sixth grade education to approximately 290 students. The Charter School was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. Los Angeles Unified School District approved the charter on February 26, 2008, and renewed the charter agreement in 2014 for a period of five years ending in 2019. The Charter School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

MPM Sherman Way, LLC

The Foundation has the following consolidated affiliates (where the Foundation is the sole member) that were formed to provide assistance with funding capital improvement on behalf of the Foundation's activities. MPM Sherman Way LLC, a California limited liability company.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 13 to the financial statements.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets, as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a Statement of Cash Flows.

Accounting Method - Basis of Accounting

The financial statements were prepared on the accrual basis in accordance with the AICPA's Audit and Accounting Guide, Not-for-Profit Organizations accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenses are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School are a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The Charter School have adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management had determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$25,027 and \$25,417, respectively.

Deferred Revenue

Deferred revenue arises when resources are received by the Charter School prior to the incurrence of qualifying expenditures. In subsequent periods, when the obligation in which the resources were received are met, or when the Charter School have a legal claim to the resources, the liability for deferred revenue is removed from the Statement of Net Assets and revenue is recognized.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School' program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include the value of the beneficial interest in a charitable remainder trust.

Net Asset Classes

Magnolia Science Academy 7 is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy 7 consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2016, the Charter School has a \$73,273 designated balance for California Clean Energy Jobs Act and Educator Effectiveness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with Magnolia Science Academy 7's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

NOTE 3 - CASH

Cash at June 30, 2016, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand	\$ 914,277	\$ 931,380	\$ 924,010	\$ 1,033,970

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had a balance of \$915,240 and \$1,007,378, respectively, in excess of FDIC insured limits. Management believes the Charter School is not exposed to any significant risk related to cash.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016, consisted of the following:

	2016	2015
State principal apportionment	\$ 205,658	\$ 324,936
Due from other agencies	5,059	-
Federal receivable	35,052	12,382
State receivable	97,289	57,924
Lottery	29,440	11,817
Local receivable	-	95,935
Total Accounts Receivable	\$ 372,498	\$ 502,994

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2016, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company receivable balance of \$112,514 and \$133,118, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Prepaid rent, security deposits, insurance, and miscellaneous vendors	\$ 32,109	\$ 4,000

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Building improvements	\$ 27,904	\$ 27,904
Computer and equipment	94,996	82,208
Subtotal	122,900	110,112
Less: accumulated depreciation	(84,099)	(59,072)
Total Fixed Assets	\$ 38,801	\$ 51,040

During the year ended June 30, 2016 and 2015, \$25,027 and \$25,417, respectively, was charged to depreciation expense.

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(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Salaries and benefits	\$ 21,199	\$ -
Compensated absences	14,156	-
Vendor payables	104,089	43,809
Due to other agencies	149,049	733,851
State principal apportionment	<u>101,356</u>	<u>-</u>
Total Accounts Payable	<u>\$ 389,849</u>	<u>\$ 777,660</u>

NOTE 9 - INTRA-COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company payable balance of \$132,998 and \$0, respectively, from the Foundation.

NOTE 10 - OPERATING LEASES

Magnolia Science Academy 7 entered into a lease agreement with First Lutheran Church of Northridge on December 1, 2011, for the property located at 18355 Roscoe Boulevard, Northridge, California for the sole purpose of operating the Charter School educational programs and related Charter School activities and include rental fees shall that shall be paid on the first of every month. Monthly payments in the amount of \$14,000 shall be made beginning in fiscal year 2011-2012 and increase 3 percent annually. The term of the lease expires on August 1, 2016. Lease payments during 2015-2016 were \$253,564.

The future minimum lease commitments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2017	<u>\$ 242,518</u>

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, were \$545,689 and \$450,015, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016, are presented above and the Charter School's total contributions were \$98,719 and \$65,818, respectively.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$20,628 and 8,442, respectively.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Academies. These payments consist of State General Fund contributions to CalSTRS in the amount of \$56,660 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

NOTE 13 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School are a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between The Charter School and the CharterSAFE is such that the CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The CharterSAFE has budgeting and financial reporting requirements independent of member units and the CharterSAFE's financial statements are not presented in these financial statements; however, transactions between the CharterSAFE and the Charter School are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$13,040 and \$9,415, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, respectively, the Charter School had no recorded accounts receivable or accounts payable to the CharterSAFE.

NOTE 14 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

Magnolia Science Academy 7 has no outstanding claims or litigation.

NOTE 15 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

DRAFT 12/02/2016

SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy 7 (Charter Number 0989) was granted on February 26, 2008, by the Los Angeles Unified School District. The Charter School operates one school, grades kindergarten through five.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	174.26	173.52
Fourth through sixth	104.15	103.95
Total Regular ADA	<u>278.41</u>	<u>277.47</u>
Classroom based ADA		
Transitional kindergarten through third	174.26	173.52
Fourth through sixth	104.15	103.95
Total Classroom based ADA	<u>278.41</u>	<u>277.47</u>

The Charter School did not operate a non-classroom based Instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87	2015-16	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Kindergarten	36,000	56,875	180	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		56,875	180	N/A	Complied
Grade 2		56,875	180	N/A	Complied
Grade 3		56,875	180	N/A	Complied
Grades 4 - 6	54,000				
Grade 4		56,875	180	N/A	Complied
Grade 5		56,875	180	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 939,108
Increase (Decrease) in:	
Cash and cash equivalents	5,095
Accounts receivable	(376,655)
Intra-company receivable	112,514
Prepaid expenses and other current assets	(95,336)
Security deposit	4,000
(Increase) Decrease in:	
Accounts payable and accruals	491,624
Intra-company payable	(132,998)
Balance, June 30, 2016, Audited Financial Statement	<u>\$ 947,352</u>

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the schools operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

The Charter School must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy 7
(A California Nonprofit Public Benefit Corporation)
Northridge, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of MSA 7 (the Charter School) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA 7's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 7's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 7's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 7's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 12/02/2016

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 7's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 7
(A California Nonprofit Public Benefit Corporation)
Northridge, California

Report on State Compliance

We have audited Magnolia Science Academy 7's (the Charter School) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

DRAFT 12/02/2016

The Charter School does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

The Charter School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

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Governing Board
Magnolia Science Academy 7
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 7, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for the Charter School for the year ended June 30, 2016.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy Bell
(A California Nonprofit Public Benefit Corporation)
Bell, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy Bell (MSA Bell) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 12/02/2016

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA Bell, as of June 30, 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA Bell's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA Bell's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA Bell's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA Bell's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 2,029,820	\$ 2,421,557
Accounts receivable	479,912	422,414
Intra-company receivable	612,759	148,920
Prepaid expenses and other current assets	12,091	-
Total Current Assets	<u>3,134,582</u>	<u>2,992,891</u>
Non-Current Assets		
Fixed assets	202,508	39,399
Less: accumulated depreciation	61,812	17,417
Total Non-Current Assets	<u>140,696</u>	<u>21,982</u>
Total Assets	<u>\$ 3,275,278</u>	<u>\$ 3,014,873</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 196,893	\$ 138,208
Intra-company payable	74,210	-
Total Current Liabilities	<u>271,103</u>	<u>138,208</u>
NET ASSETS		
Unrestricted	<u>3,004,175</u>	<u>2,876,665</u>
Total Liabilities and Net Assets	<u>\$ 3,275,278</u>	<u>\$ 3,014,873</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 4,186,383	\$ 3,611,558
Federal revenue	300,266	298,515
Other State revenue	936,594	637,876
Local revenue	124,582	60,207
Total Revenues	<u>5,547,825</u>	<u>4,608,156</u>
EXPENSES		
Program services:		
Salaries and benefits	3,095,595	2,591,882
Student services	198,391	243,914
Materials and supplies	151,337	139,340
Student nutrition	181,371	183,583
Other expenses	196,162	52,716
Subtotal	<u>3,822,856</u>	<u>3,211,435</u>
Management and general:		
Depreciation	44,395	6,659
Management fee	1,000,958	872,216
Operating expenses	552,106	528,639
Subtotal	<u>1,597,459</u>	<u>1,407,514</u>
Total Expenses	<u>5,420,315</u>	<u>4,618,949</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>127,510</u>	<u>(10,793)</u>
NET ASSETS, BEGINNING OF YEAR	<u>2,876,665</u>	<u>2,887,458</u>
NET ASSETS, END OF YEAR	<u>\$ 3,004,175</u>	<u>\$ 2,876,665</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 127,510	\$ (10,793)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	44,395	6,659
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(57,498)	194,561
Intra-company receivable	(463,839)	719,561
Prepaid expenses and other current assets	(12,091)	101,566
Increase (Decrease) in liabilities		
Accounts payable and accruals	58,685	(21,828)
Intra-company payable	74,210	-
Net Cash Provided by (Used in) Operating Activities	<u>(228,628)</u>	<u>989,726</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(163,109)</u>	<u>(7,441)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>(391,737)</u>	<u>982,285</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 2,029,820</u>	<u>\$ 2,421,557</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy Bell

Charter school number authorized by the State: 1236

Magnolia Science Academy-8 (the Charter School) is a charter school located in Bell, California that provides sixth through eighth grade education to approximately 495 students. The Charter School was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. The Charter School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 14 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a statement of cash flows.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)**DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS**
JUNE 30, 2016

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$44,395 and \$6,659, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)**

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**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2016, the Charter School has a \$99,897 designated balance for California Clean Energy Jobs Act and Educator Effectiveness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA Bell's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - CASH

Cash at June 30, 2016 and 2015, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash in banks	<u>\$ 2,029,820</u>	<u>\$ 2,097,984</u>	<u>\$ 2,421,557</u>	<u>\$ 2,454,728</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had a balance of \$2,061,627 and \$2,391,596, respectively, in excess of FDIC insured limits. Management believes the Charter School is not exposed to any significant risk related to cash.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
State principal apportionment	\$ 392,048	\$ 359,620
Due from other agencies	8,643	-
Federal receivable	504	8,490
State receivable	27,090	22,546
Lottery	51,627	31,758
Total Accounts Receivable	<u>\$ 479,912</u>	<u>\$ 422,414</u>

NOTE 5 - INTRA-COMPANY RECEIVABLE

The intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company receivable balance of \$612,759 and \$148,920, respectively, from the Foundation.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2016 and 2015, are as follows:

	2016	2015
Prepaid rent, security deposits, insurance, and miscellaneous vendors	\$ 12,091	\$ -

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Software and equipment	\$ 202,508	\$ 39,399
Less: accumulated depreciation	(61,812)	(17,417)
Total Fixed Assets	\$ 140,696	\$ 21,982

During the year ended June 30, 2016, \$44,395 and \$6,659, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Salaries and benefits	\$ 61,269	\$ 33,965
Compensated absences	25,969	-
Vendor payables	105,784	44,936
Due to other agencies	3,871	59,307
Total Accounts Payable	\$ 196,893	\$ 138,208

NOTE 9 - INTRA-COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company payable balance of \$74,210 and \$0, respectively, from the Foundation.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy 8 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating the Charter School education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees shall that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2016, was \$282,890.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payments</u>
2017	<u>\$ 282,890</u>

NOTE 11 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, were \$1,000,958 and \$872,216, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$190,540 and \$133,110, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$34,719 and 20,475, respectively.

MAGNOLIA SCIENCE ACADEMY BELL
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$112,148 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Contributions are no longer appropriated in the Annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contributions rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves.

NOTE 14 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between the Charter School and the CharterSAFE is such that the CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

The CharterSAFE has budgeting and financial reporting requirements independent of member units and the CharterSAFE's financial statements are not presented in these financial statements; however, transactions between the CharterSAFE and the Charter School are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$46,189 and \$45,617, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, respectively, the Charter School had no recorded accounts receivable or accounts payable to the CharterSAFE.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 15 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy Bell (Charter Number 1236) was granted on June 15, 2010, by the Los Angeles Unified School District. The Charter School operates one school, grades six through twelve.

GOVERNING BOARD

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Mrs. Noel Russell-Unterburger	Treasurer	October 10, 2017
Saken Sherkhanov	Secretary	December 11, 2018
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

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SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	159.68	159.99
Seventh and eighth	319.48	319.21
Total Regular ADA	<u>479.16</u>	<u>479.20</u>
Classroom based ADA		
Sixth	159.68	15.99
Seventh and eighth	319.48	319.21
Total Classroom based ADA	<u>479.16</u>	<u>335.20</u>

The Charter School did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY BELL
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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87 Minutes Requirement	2015-16 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		69,445	180	N/A	Complied
Grade 7		69,445	180	N/A	Complied
Grade 8		69,445	180	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 3,061,347
Increase (Decrease) in:	
Cash and cash equivalents	2,140
Accounts receivable	1,586
Intra-company receivable	612,759
Prepaid expenses and other current assets	(590,243)
(Increase) in:	
Accounts payable and accrued payroll	(9,204)
Fixed Assets	(74,210)
Balance, June 30, 2016, Unaudited Actuals	
Audited Financial Statement	<u>\$ 3,004,175</u>

MAGNOLIA SCIENCE ACADEMY BELL
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DRAFT 12/02/2016

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy Bell
(A California Nonprofit Public Benefit Corporation)
Bell, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of MSA Bell (the Charter School) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA Bell's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA Bell's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA Bell's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA Bell's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 12/02/2016

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA Bell's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA Bell in a separate letter dated _____, 2016.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy Bell
(A California Nonprofit Public Benefit Corporation)
Bell, California

Report on State Compliance

We have audited Magnolia Science Academy Bell's (the Charter School) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

DRAFT 12/02/2016

The Charter School does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

The Charter School does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

The Charter School did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016**

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

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Governing Board
 Magnolia Science Academy Bell
 (A California Non-Profit Public Benefit Corporation)
 Bell, California

In planning and performing our audit of the financial statements of Magnolia Science Academy Bell, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated _____, 2016 on the financial statements of the Charter School.

Cash Collections - MSA Bell

Observation

Teachers collecting funds at the Charter School do not use triplicate, pre-numbered receipts, logs, tally sheets or any sort of adequate cash collection backup. Additionally, cash count sheets are not consistently being signed by a reviewer.

Recommendation

It is recommended that the Charter School use triplicate, pre-numbered, receipt books. Tally sheets may also be used as the cash receipt control procedure, two people should be involved: one person to make a mark on the tally sheet when an item is sold and issue the goods and another person to collect the cash. When it is not practical to use pre-numbered receipts due to high volume of collections for small amounts of cash collected, it is recommended that the individual collecting funds use a class roster or a log in lieu of triplicate, pre-numbered receipts. Documents mentioned are provided to the front office along with funds receipted.

Corrective Action Plans

The school sites are responsible for keeping proper supporting documentation for the collection of money. MERF will be reviewing procedures with all principals to enhance the verification of deposits and will be tested periodically to double-check the collections.

We will review the status of the current year comments during our next audit engagement.

Rancho Cucamonga, California
 _____, 2016

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

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DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy Santa Ana
(A California Nonprofit Public Benefit Corporation)
Santa Ana, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy Santa Ana (MSA Santa Ana) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 12/02/2016

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA Santa Ana, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA Santa Ana's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA Santa Ana's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA Santa Ana's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA Santa Ana's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	2016	2015
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 170,647	\$ 140,106
Restricted assets		
Cash held for restricted purposes	5,774,345	432,732
Accounts receivable	213,512	578,641
Intra-company receivable	2,759	-
Prepaid expenses and other current assets	5,354	19,000
Total Current Assets	<u>6,166,617</u>	<u>1,170,479</u>
Non-Current Assets:		
Security deposits	27,000	27,000
Fixed assets	12,030,297	3,788,424
Less: accumulated depreciation	128,715	94,867
Total Non-Current Assets	<u>11,928,582</u>	<u>3,720,557</u>
Total Assets	<u>\$ 18,095,199</u>	<u>\$ 4,891,036</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 201,105	\$ 149,228
Intra-company payable	776,832	330,000
Deferred revenue	61,355	354,000
Current portion of long-term obligations	25,000	25,000
Total Current Liabilities	<u>1,064,292</u>	<u>858,228</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	<u>8,731,986</u>	<u>2,090,702</u>
Total Liabilities	<u>9,796,278</u>	<u>2,948,930</u>
NET ASSETS		
Unrestricted	<u>8,298,921</u>	<u>1,942,106</u>
Total Liabilities and Net Assets	<u>\$ 18,095,199</u>	<u>\$ 4,891,036</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 1,178,240	\$ 1,155,757
Federal revenue	364,623	89,864
Other State revenue	7,070,882	210,696
Local revenue	47,229	29,745
Total Revenues	<u>8,660,974</u>	<u>1,486,062</u>
EXPENSES		
Program services:		
Salaries and benefits	1,239,163	993,530
Student services	127,714	231,343
Materials and supplies	169,969	27,013
Student nutrition	68,807	37,922
Other expenses	49,339	9,483
Subtotal	<u>1,654,992</u>	<u>1,299,291</u>
Management and general:		
Depreciation	33,848	24,823
Management fee	60,000	-
Occupancy	229,754	206,499
Operating expenses	325,565	260,521
Debt service	-	460
Subtotal	<u>649,167</u>	<u>492,303</u>
Total Expenses	<u>2,304,159</u>	<u>1,791,594</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>6,356,815</u>	<u>(305,532)</u>
NET ASSETS, BEGINNING OF YEAR	<u>1,942,106</u>	<u>2,247,638</u>
NET ASSETS, END OF YEAR	<u>\$ 8,298,921</u>	<u>\$ 1,942,106</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 6,356,815	\$ (305,532)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	33,848	24,823
Changes in operating assets and liabilities:		
Decrease in assets		
Accounts receivable	365,129	(334,028)
Intra-company receivable	(2,759)	-
Prepaid expenses and other current assets	13,646	(19,000)
Security deposits	-	(17,922)
Increase in liabilities		
Accounts payable and accruals	51,877	40,275
Intra-company payable	446,832	330,000
Deferred revenue	(292,645)	354,000
Net Cash Provided by Operating Activities	<u>6,972,743</u>	<u>72,616</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(8,241,873)</u>	<u>(302,828)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan Proceeds	6,641,284	-
Loan principal payments	<u>-</u>	<u>(24,996)</u>
Net Cash Provided by (Used in) Financing Activities	<u>6,641,284</u>	<u>(24,996)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>5,372,154</u>	<u>(255,208)</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 5,944,992</u>	<u>\$ 572,838</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)****DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

NOTE 1 - ORGANIZATION AND MISSION**Magnolia Science Academy Santa Ana**

Charter school number authorized by the State: 0943

Magnolia Science Academy Santa Ana (School) (Formerly Pacific Technology School Santa Ana) is a charter school located in Costa Mesa, California that provides sixth through twelfth grade education to approximately 165 students. The Charter School was created under the approval the California State Board of Education, and receives public per-pupil funding to help support their operation. The Charter School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 19 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a statement of cash flows.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)****DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$33,848 and \$24,823, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Net Asset Classes

Magnolia Science Academy Santa Ana (Formerly Pacific Technology School Santa Ana) is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

Net assets of the Magnolia Science Academy Santa Ana (Formerly Pacific Technology School Santa Ana) consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. The grant portion of the Charter School Facilities Program is classified as designated assets until the fund is used for the purchase of the land and the construction of the facility. As of June 30, 2016 and 2015, the amount of restricted assets was \$5,774,345 and \$432,732, respectively. Also, a designated balance of \$68,642 for California Clean Energy Jobs Act and Educator Effectiveness for the 2016 fiscal year.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA Santa Ana's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2016 and 2015, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 23,292	\$ 23,292	\$ 71,428	\$ 130,232

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had a balance of \$23,292 and \$126,882, respectively, in excess of FDIC insured limits. Management believes the Charter School is not exposed to any significant risk related to cash.

NOTE 4 - RESTRICTED CASH

Restricted cash arises from conditions required by the various financing arrangements. Financial statement classification is based on whether the restricted cash is held to satisfy current or long-term obligations. Restricted cash at June 30, 2016 and 2015, was comprised of the following:

	2016	2015
Current restricted cash	\$ 5,774,345	\$ 432,732

Restricted cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Charter School maintains its restricted cash in bank deposit accounts that at times may exceed federally insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had a balance of \$5,702,783 and \$410,700, respectively, in excess of FDIC insured limits. Management believes the Charter School is not exposed to any significant risk related to cash.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

NOTE 5 - INVESTMENTS

Summary of Investments

Investments as of June 30, 2016 and 2015, are classified in the accompanying financial statements as follows:

Investment Type	June 30, 2016		June 30, 2015	
	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
Orange County Treasury Investment Pool	\$ 147,355	\$ 147,718	\$ 68,678	\$ 68,550

Deposits with county treasurer are an external investment pool sponsored by the County of Orange. County deposits are not required to be categorized. The pool provided the fair value for these deposits.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The Charter School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The Charter School manages its exposure to interest rate risk by investing in the County Pool.

NOTE 6- MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES

The Charter School determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820-10-50, which requires an entity to maximize the use of observable inputs and minimize the use unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

Assets and Liabilities Recorded at Fair Value on a Recurring Basis

The following table presents the balances of the assets measured at fair value on a recurring basis as of June 30, 2016. The Charter School did not have any liabilities measured at fair value on a recurring basis as of June 30, 2016.

<u>Investment Type</u>	<u>Level</u>	<u>Fair Value</u>	<u>Weighted Average Maturity in Days</u>
Orange County Investment Pool	2	<u>\$ 147,718</u>	319

The following table presents the balances of the assets measured at fair value on a recurring basis as of June 30, 2015. The Charter School did not have any liabilities measured at fair value on a recurring basis as of June 30, 2015.

<u>Investment Type</u>	<u>Level</u>	<u>Fair Value</u>	<u>Weighted Average Maturity in Days</u>
Orange County Investment Pool	2	<u>\$ 68,550</u>	278

NOTE 7 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
State principal apportionment	\$ 11,383	\$ 139,927
Federal receivable	152,970	383,721
State receivable	35,121	54,993
Lottery	14,038	-
Total Accounts Receivable	<u>\$ 213,512</u>	<u>\$ 578,641</u>

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JUNE 30, 2016

NOTE 8 - INTRA-COMPANY RECEIVABLE

The June 30, 2016, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016, the Charter School had an intra-company receivable balance of \$2,759 from the Foundation.

NOTE 9 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Prepaid rent, security deposits, insurance, and miscellaneous vendors	\$ 32,354	\$ 27,000

NOTE 10 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Construction in progress	\$11,797,901	\$ 3,652,414
Software and equipment	232,396	136,010
Subtotal	12,030,297	3,788,424
Less: accumulated depreciation	(128,715)	(94,867)
Total Fixed Assets	<u>\$11,901,582</u>	<u>\$ 3,693,557</u>

During the year ended June 30, 2016 and 2015, \$33,848 and \$24,823, respectively, was charged to depreciation expense.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Salaries and benefits	\$ 6,251	\$ 9,219
Compensated absences	7,375	-
Vendor payables	187,064	140,009
Due to other agencies	415	-
Total Accounts Payable	<u>\$ 201,105</u>	<u>\$ 149,228</u>

NOTE 12 - DEFERRED REVENUE

Deferred revenue at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Federal sources	<u>\$ 61,355</u>	<u>\$ 354,000</u>

NOTE 13 - INTRA-COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company payable balance of \$776,832 and \$330,000 from the Foundation.

NOTE 14 - LOANS PAYABLE

California Department of Education

The Charter School received unsecured revolving loan payable to the California Department of Education totaling \$150,000 on November 30, 2012. The loan balance as of June 30, 2016, was \$75,000. The loan has an interest rate of 0.53 percent and it matures in five years. The repayment terms require six monthly payments each year in five fiscal years beginning on October 30, 2013. The State Controller's Office deducts the loan payments from the Charter School's State School Fund Apportionments.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Future payments are as follows:

Fiscal Year Ending June 30,	Payments
2017	\$ 25,000
2018	25,000
Total	<u>\$ 50,000</u>

Charter School Facilities Program

The Charter School has been approved by the State of California's Charter School Facilities Program for \$17,413,956 for constructing a new facility which will cost the same amount. The State will fund 50 percent of the total amount of \$17,413,956; the State will fund 50 percent of the total project cost through a loan in the amount of \$8,706,978 and the other 50 percent through a grant in the amount of \$8,706,978. The loan has an annual interest rate of 3.00 percent and it matures 30 years after the completion of the project. The outstanding loan balance as of June 30, 2016, was \$8,706,978.

NOTE 15 - OPERATING LEASE

Magnolia Science Academy Santa Ana entered into a lease agreement with Vineyard Christian Fellowship or Newport Beach on August 1, 2014, for the property located at 102 E. Baker Avenue, Costa Mesa, California for the sole purpose of operating the Charter School educational programs and related Charter School activities. Lease payments during 2015-2016 were \$229,179.

Future payments are as follows:

Year Ending June 30,	Facility Lease Payments
2017	\$ 228,000
2018	228,000
2019	228,000
Total	<u>\$ 684,000</u>

NOTE 16 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for the year ended June 30, 2016 and 2015, were \$60,000 and \$0, respectively.

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**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

NOTE 17 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$74,084 and \$36,202, respectively.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)****DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

California Public Employees Retirement System (CalPERS)**Plan Description**

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

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**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$9,720 and \$3,585, respectively.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$40,971 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
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**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

NOTE 18 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 19 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between the Charter School and CharterSAFE is such that CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and the Charter School are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$30,976 and \$16,646, respectively, to CharterSAFE for services received. At June 30, 2016, the Charter School had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 20 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

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**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016**

ORGANIZATION

Magnolia Science Academy Santa Ana (Charter Number 1686) was granted on August 1, 2014, by the California State Board of Education. The Charter School operates one school, grades six through twelve.

GOVERNING BOARD

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Mrs. Noel Russell-Unterburger	Treasurer	October 10, 2017
Saken Sherkhanov	Secretary	December 11, 2018
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

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SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	19.20	19.44
Seventh and eighth	65.40	65.76
Ninth through twelfth	<u>58.73</u>	<u>59.22</u>
Total Regular ADA	<u>143.33</u>	<u>144.42</u>
Classroom based ADA		
Sixth	19.20	19.44
Seventh and eighth	65.40	65.76
Ninth through twelfth	<u>58.73</u>	<u>59.22</u>
Total Classroom based ADA	<u>143.33</u>	<u>144.42</u>

The Charter School did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87	2015-16	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		64,940	180	N/A	Complied
Grade 7		64,940	180	N/A	Complied
Grade 8		64,940	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		64,940	180	N/A	Complied
Grade 10		64,940	180	N/A	Complied
Grade 11		64,940	180	N/A	Complied
Grade 12		64,940	180	N/A	Complied

See accompanying note to supplementary information.

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**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 8,291,101
Increase (Decrease) in:	
Intra-company receivable	2,759
Prepaid expenses and other current assets	(29,759)
Security deposits	27,000
(Increase) Decrease in:	
Accounts payable and accruals	834,658
Intra-company payable	(776,832)
Long-term obligations	<u>(50,006)</u>
Balance, June 30, 2016, Audited Financial Statement	<u><u>\$ 8,298,921</u></u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
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**NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016**

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy Santa Ana
(A California Nonprofit Public Benefit Corporation)
Santa Ana, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy Santa Ana (MSA Santa Ana) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA Santa Ana's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA Santa Ana's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA Santa Ana's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA Santa Ana's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters**DRAFT 12/02/2016**

As part of obtaining reasonable assurance about whether MSA Santa Ana's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy Santa Ana
(A California Nonprofit Public Benefit Corporation)
Santa Ana, California

Report on State Compliance

We have audited Magnolia Science Academy Santa Ana's (the Charter School) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA Santa Ana did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

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MSA Santa Ana does not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

MSA Santa Ana does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA Santa Ana was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA Santa Ana does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

Rancho Cucamonga, California
_____, 2016

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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016**

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016**

None reported.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016**

None reported.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016**

There were no audit findings reported in the prior year's schedule of financial statement findings.

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Governing Board
Magnolia Science Academy Santa Ana
(A California Nonprofit Public Benefit Corporation)
Santa Ana, California

In planning and performing our audit of the financial statements of Magnolia Science Academy Santa Ana, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for the Charter School for the year ended June 30, 2016.

Rancho Cucamonga, California
_____, 2016

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy Santa Clara
(A California Nonprofit Public Benefit Corporation)
Santa Clara, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy Santa Clara (MSA Santa Clara) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA Santa Clara's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA Santa Clara's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 12/02/2016

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA Santa Clara, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA Santa Clara's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA Santa Clara's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA Santa Clara's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA Santa Clara's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	2016	2015
ASSETS		
Current Assets:		
Cash	\$ 31,093	\$ 170,245
Accounts receivable	250,024	816,594
Intra-company receivable	20,440	-
Prepaid expenses and other current assets	-	2,854
Total Current Assets	<u>301,557</u>	<u>989,693</u>
Non-Current Assets:		
Security deposits	56,590	39,001
Fixed assets	256,588	250,536
Less: accumulated depreciation	<u>121,238</u>	<u>81,587</u>
Total Non-Current Assets	<u>191,940</u>	<u>207,950</u>
Total Assets	<u>\$ 493,497</u>	<u>\$ 1,197,643</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 451,911	\$ 232,517
Intra-company payable	728,968	380,000
Current portion of long-term obligations	<u>44,198</u>	<u>57,726</u>
Total Current Liabilities	<u>1,225,077</u>	<u>670,243</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	-	28,863
Total Liabilities	<u>1,225,077</u>	<u>699,106</u>
NET ASSETS		
Unrestricted (Deficit)	<u>(731,580)</u>	<u>498,537</u>
Total Liabilities and Net Assets	<u>\$ 493,497</u>	<u>\$ 1,197,643</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 709,898	\$ 3,084,298
Federal revenue	27,685	57,606
Other State revenue	400,173	130,109
Local revenue	5,197	76,909
Total Revenues	<u>1,142,953</u>	<u>3,348,922</u>
EXPENSES		
Program services:		
Salaries and benefits	1,284,015	2,077,763
Student services	91,966	54,889
Materials and supplies	13,177	46,113
Student nutrition	13,535	22,710
Special Education fee		
Other expenses	106,208	31,759
Subtotal	<u>1,508,901</u>	<u>2,233,234</u>
Management and general:		
Depreciation	39,651	11,496
Management fee	-	198,742
Occupancy	315,012	500,138
Operating expenses	509,506	273,575
Debt service	-	125
Subtotal	<u>864,169</u>	<u>984,076</u>
Total Expenses	<u>2,373,070</u>	<u>3,217,310</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>(1,230,117)</u>	<u>131,612</u>
NET ASSETS (DEFICIT), BEGINNING OF YEAR	<u>498,537</u>	<u>366,925</u>
NET ASSETS (DEFICIT), END OF YEAR	<u>\$ (731,580)</u>	<u>\$ 498,537</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ (1,230,117)	\$ 131,612
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation expense	39,651	11,496
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	566,570	(397,811)
Intra-company receivable	(20,440)	-
Prepaid expenses and other current assets	2,854	(2,854)
Security deposits	(17,589)	(1,650)
Increase (Decrease) in liabilities		
Accounts payable and accruals	219,394	(71,651)
Intra-company payable	348,968	380,000
Deferred revenue	-	(182,667)
Net Cash Used in Operating Activities	<u>(90,709)</u>	<u>(133,525)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(6,052)</u>	<u>(85,062)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds, payments	<u>(42,391)</u>	<u>86,589</u>
CHANGE IN CASH	<u>(139,152)</u>	<u>(131,998)</u>
CASH, BEGINNING OF YEAR	<u>170,245</u>	<u>302,243</u>
CASH, END OF YEAR	<u>\$ 31,093</u>	<u>\$ 170,245</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ -</u>

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy Santa Clara (the Charter School) is a charter school located in Santa Clara, California that provides sixth through twelfth grade education to approximately 100 students. The Charter School was created under the approval of the California State Board of Education, and receives public per-pupil funding to help support their operation. The Charter School is economically dependent on Federal and State funding.

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)****DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

Related Entity

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 15 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a statement of cash flows.

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, the Charter School considers all cash in banks and on hand cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Charter School has reported prepaid items either when purchased or during the benefiting period.

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)****DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$39,651 and \$11,496, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Net Asset Classes

Magnolia Science Academy - Santa Clara is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy - Santa Clara consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the school.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2016 and 2015, respectively, the Charter School has no designated balance.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA Santa Clara's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

NOTE 3 - CASH

Cash at June 30, 2016 and 2015, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 31,093	\$ 31,211	\$ 170,245	\$ 203,017

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. As of June 30, 2016, the Charter School maintains its cash in bank deposit accounts that at times may exceed insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had \$30,670 and \$197,796, respectively, in excess of insured limits.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
State principal apportionment	\$ 230,077	\$ 510,808
Federal receivable	15,951	5,359
State receivable	3,108	-
Lottery	-	41,673
Local receivable	<u>888</u>	<u>258,754</u>
Total Accounts Receivable	<u>\$ 250,024</u>	<u>\$ 816,594</u>

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2016, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016, the Charter School had an intra-company receivable balance of \$20,440 from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>\$ 56,590</u>	<u>\$ 41,855</u>

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Software and equipment	\$ 256,588	\$ 250,536
Less: accumulated depreciation	<u>(121,238)</u>	<u>(81,587)</u>
Total Fixed Assets	<u>\$ 135,350</u>	<u>\$ 168,949</u>

During the year ended June 30, 2016 and 2015, \$39,651 and \$11,946, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Salaries and benefits	\$ 16,552	\$ 19,750
Compensated absences	748	-
Vendor payables	70,118	168,541
Due to other agencies	3,178	44,226
State principal apportionment	<u>361,315</u>	<u>-</u>
Total Accounts Payable	<u>\$ 451,911</u>	<u>\$ 232,517</u>

NOTE 9 - INTRA-COMPANY PAYABLE

The June 30, 2016, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company payable balance of \$728,968 and \$380,000, respectively, from the Foundation.

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

NOTE 10 - LONG-TERM OBLIGATIONS

Chrome Books

The Charter School entered into a capital lease to purchase 450 chrome books for \$128,744. The terms of the loan require 36 monthly payments of \$4,276, interest rate of 8.00 percent and with a maturity date June 30, 2017. The balance outstanding as of June 30, 2016, is \$44,198.

NOTE 11 - OPERATING LEASES

The Charter School leased its facilities in Santa Clara, California, under an operating lease that commenced August 1, 2015, and ended June 30, 2016, with a monthly payment of \$28,295. Total rent and maintenance expense during the year ended June 30, 2016, was \$314,625.

NOTE 12 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, is \$0 and \$198,742, respectively. The management fees incurred by MSA Santa Clara were not billed by the Foundation due to MSA Santa Clara being in a deficit net asset position during 2015-2016.

Intra-Company Loan

During 2015-2016, the board authorized a loan between Home Office to the Charter School for temporary financial hardship. As of June 30, 2016, the balance outstanding is \$728,968. Future repayment of the outstanding balance will be absorbed by the Home Office as part of the closeout procedures.

NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$177 billion, the actuarial obligation is \$242 billion, contributions from all employers totaled \$2.6 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$87,120 and \$127,177, respectively.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are \$57 billion, the total accrued liability is \$72 billion, contributions from all employers totaled \$1.3 billion, and the plan is 79.2 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2015. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$7,140 and \$7,580, respectively.

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)****DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS in the amount of \$93,215 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

NOTE 14 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 15 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation insurance, charter school liability insurance and medical, dental and vision insurance. The relationship between the Charter School and CharterSAFE is such that CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and the Charter School are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$26,270 and \$45,820, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, respectively, the Charter School had no recorded accounts receivable or accounts payable to CharterSAFE.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 16 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year financial.

On July 1, 2016, the Magnolia Educational Research Foundation voted to close MSA Santa Clara as of June 30, 2016. Management has implemented procedures as required in accordance with the California *Education Code* for the closeout of a charter school.

NOTE 17 - CLOSEOUT PROCEDURES

On July 1, 2016, the board of the Magnolia Educational and Research Foundation (MERF) voted to close the Magnolia Science Academy Santa Clara Charter School (MSA Santa Clara), effective, June 30, 2016, due to fiscal concerns. MERF acting as MSA Santa Clara's management organization (CMO) will be the responsible party for handling MSA Santa Clara closure. As part of the final audit, MSA Santa Clara is required to determine the net assets or liabilities and disclose required information.

1. The Charter School has an operating deficit of \$(1,230,117) in the 2015-2016 year and an overall deficit of \$(730,580) as of June 30, 2016;
2. The Charter School has outstanding restricted funds due back to government agencies in the amount of \$364,493;
3. MERF has inventoried and assigned a fair market value to all Charter School usable furnishings, equipment, and supplies and has, as per MERF Board approval, redistributed all usable furnishings, equipment, and supplies to other charter schools operated by MERF's corporation; the receiving charter schools have paid the fair market value to Charter School for receipt of all usable furnishings, equipment, and supplies it has received;
4. No donated materials and property were required to be returned;
5. All grants and restricted categorical funds have been identified and returned to their source according to the terms of the grant or state and federal law;
6. MERF has prepared and submitted final expenditure reports for any entitlement grants and has filed Final Expenditure Reports and Final Performance Reports, as appropriate;
7. A formal plan to resolve the transferring of all remaining assets and liabilities of MSA SC will be completed during 2016-2017, to transfer available surplus reserves not restricted to absorb the overall deficit related to legitimate educational and operational expenses incurred in closing of this charter school, The Charter School's bank accounts for MSA SC were closed with approximately \$5,000 being transferred into MERF's main account;
8. Remaining loan agreements were assigned to MERF and any additional cost incurred subsequently will be recorded in MERF's financial records;
9. MERF is a solvent continuing nonprofit entity operating other charter schools and will not have another charter school, legal entity, or the Board of Directors, or another individual assume liabilities of the closed Charter School;

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

10. Student and Employee records maintenance has been completed in accordance with required laws and *Education Code*.

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SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

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LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy Santa Clara (Charter School No. 1116) was granted on July 9, 2009, by the Santa Clara County Office of Education. The Charter School operates one school, grades six through twelve.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

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SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	16.69	16.67
Seventh and eighth	54.42	54.23
Ninth through twelfth	24.14	24.36
Total Regular ADA	<u>95.25</u>	<u>95.26</u>
Classroom based ADA		
Sixth	16.69	16.67
Seventh and eighth	54.42	54.23
Ninth through twelfth	24.14	24.36
Total Classroom based ADA	<u>95.25</u>	<u>95.26</u>

The Charter School did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87	2015-16	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		65,300	176	N/A	Complied
Grade 7		65,300	176	N/A	Complied
Grade 8		65,300	176	N/A	Complied
Grade 9	64,800				
Grade 10		65,300	176	N/A	Complied
Grade 11		65,300	176	N/A	Complied
Grade 12		65,300	176	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)

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**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE (DEFICIT)

Balance, June 30, 2016, Unaudited Actuals	\$ (728,323)
Increase in:	
Accounts payable	<u>(3,257)</u>
Balance, June 30, 2016, Audited Financial Statement (Deficit)	<u>\$ (731,580)</u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016**

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy Santa Clara
(A California Nonprofit Public Benefit Corporation)
Westminster, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy Santa Clara (MSA Santa Clara) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA Santa Clara's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA Santa Clara's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA Santa Clara's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA Santa Clara's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA Santa Clara's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 12/02/2016

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA Santa Clara's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA Santa Clara's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA Santa Clara's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy Santa Clara
(A California Nonprofit Public Benefit Corporation)
Westminster, California

Report on State Compliance

We have audited Magnolia Science Academy Santa Clara's (MSA Santa Clara) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of MSA Santa Clara's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA Santa Clara's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA Santa Clara's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA Santa Clara's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA Santa Clara complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

Other Matters**DRAFT 12/02/2016**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA Santa Clara's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA Santa Clara did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

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MSA Santa Clara does not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

MSA Santa Clara does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA Santa Clara was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA Santa Clara does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

MSA Santa Clara did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2016

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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016**

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016**

None reported.

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016**

None reported.

**MAGNOLIA SCIENCE ACADEMY SANTA CLARA
(A California Nonprofit Public Benefit Corporation)**

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**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016**

There were no audit findings reported in the prior year's schedule of financial statement findings.

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Governing Board
Magnolia Educational & Research Foundation
(A California Nonprofit Public Benefit Corporation)
Westminster, California

In planning and performing our audit of the financial statements of Magnolia Science Academy Santa Ana for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for the Charter School for the year ended June 30, 2016.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy San Diego
(A California Nonprofit Public Benefit Corporation)
San Diego, California

Report on the Financial Statements

We have audited the accompanying financial statements of MSA San Diego (the Charter School) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 12/02/2016

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA San Diego, as of June 30, 2016, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

The prior year comparative information has been derived from MSA San Diego's financial statement report dated December 15, 2015, which expressed an unmodified opinion. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the MSA San Diego's basic financial statements. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying supplementary information as referenced in the previous paragraph is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2016, on our consideration of the MSA San Diego's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA San Diego's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

FINANCIAL STATEMENTS

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2015)

JUNE 30, 2016

	2016	2015
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 761,775	\$ 382,157
Restricted assets		
Cash held for restricted purposes	106,607	118,998
Accounts receivable	308,121	248,652
Intra-company receivable	10,064	-
Prepaid expenses and other current assets	8,521	-
Total Current Assets	<u>1,195,088</u>	<u>749,807</u>
Non-Current Assets		
Fixed assets	644,168	586,778
Less: accumulated depreciation	302,836	258,217
Total Non-Current Assets	<u>341,332</u>	<u>328,561</u>
Total Assets	<u>\$ 1,536,420</u>	<u>\$ 1,078,368</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 190,591	\$ 85,518
Intra-company payable	19,442	202,149
Deferred revenue	-	2,940
Total Current Liabilities	<u>210,033</u>	<u>290,607</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	151,806	151,806
Total Liabilities	<u>361,839</u>	<u>442,413</u>
NET ASSETS		
Unrestricted	1,174,581	635,955
Total Liabilities and Net Assets	<u>\$ 1,536,420</u>	<u>\$ 1,078,368</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	\$ 2,888,409	\$ 2,243,691
Federal revenue	97,228	93,377
Other State revenue	602,791	361,721
Local revenue	84,976	99,896
Total Revenues	<u>3,673,404</u>	<u>2,798,685</u>
EXPENSES		
Program services:		
Salaries and benefits	1,985,116	1,834,111
Student services	128,325	132,745
Materials and supplies	172,634	27,733
Student nutrition	44,650	38,481
Other expenses	105,525	10,249
Subtotal	<u>2,436,250</u>	<u>2,043,319</u>
Management and general:		
Depreciation	44,619	37,442
Management fee	334,759	416,373
Occupancy	305	-
Operating expenses	318,845	110,824
Interest	-	82
Subtotal	<u>698,528</u>	<u>564,721</u>
Total Expenses	<u>3,134,778</u>	<u>2,608,040</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>538,626</u>	<u>190,645</u>
NET ASSETS, BEGINNING OF YEAR	<u>635,955</u>	<u>445,310</u>
NET ASSETS, END OF YEAR	<u>\$ 1,174,581</u>	<u>\$ 635,955</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2015)

FOR THE YEAR ENDED JUNE 30, 2016

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 538,626	\$ 190,645
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	44,619	37,442
Changes in operating assets and liabilities:		
Decrease in assets		
Accounts receivable	(59,469)	54,002
Intra-company receivable	(10,064)	-
Prepaid expenses and other current assets	(8,521)	-
Increase (Decrease) in liabilities		
Accounts payable and accruals	105,073	(50,367)
Intra-company payable	(182,707)	-
Deferred revenue	(2,940)	423
Net Cash Provided by Operating Activities	<u>424,617</u>	<u>232,145</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(57,390)</u>	<u>(100,609)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	<u>-</u>	<u>(20,000)</u>
NET INCREASE IN CASH	<u>367,227</u>	<u>111,536</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>501,155</u>	<u>389,619</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 868,382</u>	<u>\$ 501,155</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ -</u>	<u>\$ 82</u>

The accompanying notes are an integral part of these financial statements.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy San Diego

Charter school number authorized by the State: 0698

Magnolia Science Academy San Diego, formerly Momentum Middle Charter School (the Charter School) is a charter school located in San Diego, California that provides educational activities for students in grades sixth through ninth serving approximately 420 students. The School offers a rich academic program with elective classes, tutoring, and after school clubs. It was the most improved middle school according to all API scores in the year 2007. The School was created under the approval of the San Diego Unified School District (SDUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. The School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

The Charter School is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as the Charter School's Charter School Management Organization (CMO) that manages the Charter School's nonacademic operation such as financial, general administration, and human resource management. The Charter School's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 16 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the Charter School are described below to enhance the financial statements.

Financial Statement Presentation

The Charter School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Charter School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015, respectively. In addition, the Charter School is required to present a statement of cash flows.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Charter School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2015-2016, the Charter School did not receive any donor-restricted contributions.

Income Taxes

The Charter School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2012 and forward may be audited by regulatory agencies; however, the Charter School is not aware of any such actions at this time.

The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, the Charter School considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2016 and 2015, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Fixed Assets

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of \$25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2016 and 2015, was \$44,619 and \$37,442, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to the Charter School's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Net Asset Classes

Magnolia Science Academy San Diego is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of the Charter School.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. The Charter School does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. The Charter School does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. The grant portion of the Charter School Facilities Program is classified as designated assets until the fund is used for the purchase of the land and the construction of the facility. As of June 30, 2016 and 2015, the amount of restricted assets was \$106,607 and \$118,998, respectively. Also, a designated balance of \$80,491 for California Clean Energy Jobs Act and Educator Effectiveness for the 2016 fiscal year.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to the Charter School and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA San Diego's financial statements for the year ended June 30, 2015, from which the comparative information was derived.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2016 and 2015, consisted of the following:

	June 30, 2016		June 30, 2015	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 693,698	\$ 701,240	\$ 280,001	\$ 334,625

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had \$602,482 and \$326,019 in excess of insured limits.

NOTE 4 - RESTRICTED CASH

Restricted cash arises from conditions required by the various financing arrangements. Financial statement classification is based on whether the restricted cash is held to satisfy current or long-term obligations. Restricted cash at June 30, 2016 and 2015, was comprised of the following:

	2016	2015
Current restricted cash for the Charter School Facilities Program	\$ 106,607	\$ 118,998

Restricted cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Charter School maintains its restricted cash in bank deposit accounts that at times may exceed insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2016 and 2015, the Charter School had \$86,607 and \$101,700 in excess of insured limits.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 5 - INVESTMENTS

Summary of Investments

Investments as of June 30, 2016 and 2015, are classified in the accompanying financial statements as follows:

Investment Type	June 30, 2016		June 30, 2015	
	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
San Diego County Treasury Investment Pool	\$ 68,077	\$ 68,100	\$ 102,156	\$ 102,103

Deposits with county treasurer are an external investment pool sponsored by the County of San Diego. County deposits are not required to be categorized. The pool provided the fair value for these deposits.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The Charter School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The Charter School manages its exposure to interest rate risk by investing in the County Pool.

NOTE 6 - MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES

The Charter School determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820-10-50, which requires an entity to maximize the use of observable inputs and minimize the use unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

Assets and Liabilities Recorded at Fair Value on a Recurring Basis

The following table presents the balances of the assets measured at fair value on a recurring basis as of June 30, 2016. The Charter School did not have any liabilities measured at fair value on a recurring basis as of June 30, 2016.

Investment Type	Level	Fair Value	Weighted Average Maturity in Days
San Diego County Investment Pool	2	\$ 68,100	270

The following table presents the balances of the assets measured at fair value on a recurring basis as of June 30, 2015. The Charter School did not have any liabilities measured at fair value on a recurring basis as of June 30, 2015.

Investment Type	Level	Fair Value	Weighted Average Maturity in Days
San Diego County Investment Pool	2	\$ 102,103	253

NOTE 7 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 and 2015, consisted of the following:

	2016	2015
State principal apportionment	\$ 182,586	\$ 161,295
Federal receivable	60,717	26,481
State receivable	27,168	27,394
Lottery	37,650	33,482
Total Accounts Receivable	\$ 308,121	\$ 248,652

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 8 - INTRA-COMPANY RECEIVABLE

The intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company receivable balance of \$10,064 and \$0, respectively, from the Foundation.

NOTE 9 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>8,521</u>	<u>\$ -</u>

NOTE 10 - FIXED ASSETS

Fixed assets at June 30, 2016 and 2015, consisted of the following:

	2016	2015
Software and equipment	\$ 402,163	\$ 402,163
Work in progress	<u>242,005</u>	<u>184,615</u>
Subtotal	644,168	586,778
Less: accumulated depreciation	<u>(302,836)</u>	<u>(258,217)</u>
Total Fixed Assets	<u>\$ 341,332</u>	<u>\$ 328,561</u>

During the year ended June 30, 2016 and 2015, \$44,619 and \$37,442, respectively, was charged to depreciation expense.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2016 and 2015, consisted of the following:

	<u>2016</u>	<u>2015</u>
Salaries and benefits	\$ 28,984	\$ 36,569
Compensated absences	24,719	-
Vendor payables	100,029	27,694
Due to other agencies	<u>36,859</u>	<u>21,255</u>
Total Accounts Payable	<u>\$ 190,591</u>	<u>\$ 85,518</u>

NOTE 12 - INTRA-COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to the Charter School and reimbursement for those resources from the Charter School to the Foundation, and cash transfers for cash flow purposes. The Charter School and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2016 and 2015, the Charter School had an intra-company payable balance of \$19,442 and \$202,149, respectively, from the Foundation.

NOTE 13 - LOANS PAYABLE

Charter School Facilities Program

The Charter School has been approved by the State of California's Charter School Facilities Program for \$3,036,122 for constructing a new facility which will cost the same amount. The State will fund 50 percent of the total amount of \$3,036,122; the State will fund 50 percent of the total project cost through a loan in the amount of \$1,518,061 and the other 50 percent through a grant in the amount of \$1,518,061. The loan has an annual interest rate of 2.00 percent and it matures 30 years after the completion of the project, which is estimated to be in the middle of calendar year 2016. The repayment schedule will be determined after completion of the project. The State Controller's Office will deduct the loan payments from the Charter School's State School Fund Apportionments. The outstanding loan balance as of June 30, 2016, was \$151,806.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 14 - FACILITIES USE AGREEMENT

Magnolia Science Academy San Diego renewed a Facilities Use Agreement with SDUSD for the sole purpose of operating the Charter School education programs and related Charter Schools activities. The terms of this agreement are renewed annually and include rental fees shall that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2016, was \$86,652.

NOTE 15 - RELATED PARTY TRANSACTIONS

The Charter School is part of the Foundation. The Charter School pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2016 and 2015, is \$334,759 and \$214,224, respectively.

NOTE 16 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total actuarial value of assets are \$158 billion, the actuarial obligation is \$231 billion, contributions from all employers totaled \$2.3 billion, and the plan is 68.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	9.20%	8.56%
Required employer contribution rate	10.73%	10.73%
Required state contribution rate	7.12589%	7.12589%

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)****DRAFT 12/02/2016****NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the Charter School's total contributions were \$131,926 and \$102,985, respectively.

California Public Employees Retirement System (CalPERS)**Plan Description**

Qualified employees are eligible to participate in the Charter School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2013, the Charter Schools Pool total plan assets are \$49 billion, the total accrued liability is \$61 billion, contributions from all employers totaled \$1.8 billion, and the plan is 80.5 percent funded. The Charter School did not contribute more than five percent of the total contributions to the plan.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2013, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2013. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

The CalPERS provisions and benefits in effect at June 30, 2016, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.847%	11.847%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Charter School is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2016 and 2015, are presented above and the total Charter School contributions were \$14,148 and \$6,793, respectively.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$82,130 (7.12589 percent of the Charter School's salaries subject to CalSTRS). Contributions are no longer appropriated in the Annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contributions rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves.

NOTE 15 - CONTINGENCIES

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. No results or conclusions have been provided at the date of this audit report. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Litigation

The Charter School is not currently a party to any legal proceedings.

NOTE 16 - PARTICIPATION IN JOINT POWERS AUTHORITY

The Charter School are a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between The Charter School and CharterSAFE is such that CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and the Charter School are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2015-2016 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2016 and 2015, the Charter School made payments of \$23,583 and \$32,321, respectively, to CharterSAFE for services received. At June 30, 2016 and 2015, respectively, the Charter School had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 17 - SUBSEQUENT EVENTS

The Charter School's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through _____, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2016

ORGANIZATION

Magnolia Science Academy San Diego (Charter Number 0698) was granted on July 1, 2005, by the San Diego Unified School District. The Charter School operates one school, grades six through eight.

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Dr. Umit Yapanel, Ph.D.	President	October 10, 2017
Ms. Noel Russell-Unterburger	Treasurer	October 10, 2017
Mr. Saken Sherkhanov	Secretary	December 11, 2018
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Mr. Ali Korkmaz	Director	September 9, 2020
Dr. Mustafa Kaynak, Ph.D.	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020

ADMINISTRATION

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Oswaldo Diaz	Chief Financial Officer

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2016

	Final Report	
	Revised Second Period Report	Annual Report
Regular ADA		
Sixth	129.24	129.60
Seventh and eighth	<u>276.37</u>	<u>275.63</u>
Total Regular ADA	<u><u>405.61</u></u>	<u><u>405.23</u></u>
Classroom based ADA		
Sixth	129.24	129.60
Seventh and eighth	<u>276.37</u>	<u>275.63</u>
Total Classroom based ADA	<u><u>405.61</u></u>	<u><u>405.23</u></u>

The Charter School did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

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SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	1986-87	2015-16	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		64,613	180	N/A	Complied
Grade 7		64,613	180	N/A	Complied
Grade 8		64,613	180	N/A	Complied

See accompanying note to supplementary information.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016**

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

FUND BALANCE

Balance, June 30, 2016, Unaudited Actuals	\$ 1,173,620
Increase (Decrease) in:	
Intra-company receivable	10,064
Prepaid expenses and other current assets	(10,064)
Decrease in:	
Accounts payable and accrued payroll	<u>961</u>
Balance, June 30, 2016, Audited Financial Statement	<u><u>\$ 1,174,581</u></u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)**

DRAFT 12/02/2016

**NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016**

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORTS

DRAFT 12/02/2016

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Governing Board
Magnolia Science Academy San Diego
(A California Nonprofit Public Benefit Corporation)
San Diego, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy San Diego (MSA San Diego) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise MSA San Diego's basic financial statements, and have issued our report thereon dated _____, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA San Diego's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA San Diego's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA San Diego's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters**DRAFT 12/02/2016**

As part of obtaining reasonable assurance about whether MSA San Diego's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy San Diego
(A California Nonprofit Public Benefit Corporation)
San Diego, California

Report on State Compliance

We have audited Magnolia Science Academy San Diego's (MSA San Diego) compliance with the types of compliance requirements as identified in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2016.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

Unmodified Opinion

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2016.

DRAFT 12/02/2016**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	Yes, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA San Diego did not receive funding for the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

DRAFT 12/02/2016

MSA San Diego does not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

MSA San Diego does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA San Diego was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA San Diego does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

MSA San Diego did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2016

DRAFT 12/02/2016

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

None reported.

MAGNOLIA SCIENCE ACADEMY SAN DIEGO
(A California Nonprofit Public Benefit Corporation)

DRAFT 12/02/2016

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

There were no audit findings reported in the prior year's schedule of financial statement findings.

DRAFT 12/02/2016

Governing Board
Magnolia Science Academy San Diego
(A California Nonprofit Public Benefit Corporation)
San Diego, California

In planning and performing our audit of the financial statements of Magnolia Science Academy San Diego, for the year ended June 30, 2016, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for the Charter School for the year ended June 30, 2016.

Rancho Cucamonga, California
_____, 2016

Cover Sheet

Magnolia Educational and Research Foundation: Intra Company Loan, Capital Improvement Projects

Section: III. Action Items
Item: E. Magnolia Educational and Research Foundation: Intra
Company Loan, Capital Improvement Projects
Purpose: Vote
Submitted by:
Related Material: III E Capital Improvement Plan.pdf



Board Agenda Item #	Item #III E
Date:	December 8, 2016
To:	MPS Board
From:	Caprice Young, Ed.D., CEO & Superintendent, Frank Gonzalez, Chief Growth Officer
Staff Lead:	Steven Kao, Senior Financial Analyst
RE:	Facilities Update

Proposed Board Recommendation

This memo will provide an update of the capital budget and discuss strategies of financing the projects involved.

Board approval is requested for intra-company loans that could be needed to fund short-term financing needs related to MSA-SA's Café-Gym-Auditorium and MSA-SD's portable classroom expansion.

Background

Updated Capital Budget – Magnolia's capital projects are described below. Note that MSA-7 is no longer included since the landlord notified us that they will be implementing their own capital improvement plan.

- **MSA-1:** Development and construction of a new educational building in Reseda, CA.
- **MSA-SA:** Construction of a DSA approved gymnasium.
- **MSA-SD:** Development and construction of portable classrooms on a new school site on a parcel of land owned by the school district.

Estimated costs and additional enrollment created by the capital projects are included below:

	MSA-SD	MSA-SA	MSA-1	Total
Soft Costs	359,508	310,000	474,200	1,143,708
Hard Costs	1,150,000	3,000,000	4,964,484	9,114,484
Soft & Hard Costs	1,509,508	3,310,000	5,438,684	10,258,192
Acquisition Costs	1,800,000	0	2,828,000	4,628,000
Total Costs	3,309,508	3,310,000	8,266,684	14,886,192

The projects are expected to increase enrollment:

	MSA-1	MSA-SA	MSA-SD	Total
Current Enrollment	543	630	426	1,899
Additional Enrollment	382	390	24	946
New Total Enrollment	925	1,020	450	2,845

The timing of expenditures related to the capital growth projects are to span through the next 12 months, however projects are expected to be available for the 2017-18 school year. Currently, the ability to finance the projects is contingent on Magnolia's ability to secure bond financing from Hamlin, however Hamlin's closing condition is the charter renewals for MSA 1, 2 and 3.

Plan Disruption – The progress of the capital projects were disrupted by the non-renewals of MSA-1, 2 and 3. As LAUSD announced the non-renewal of the charters, the following reactions occurred:

- S&P downgraded our credit rating from BB/Stable to BB/Negative,
- Magnolia's ability to obtain financing disappeared for MSA-1 as an active charter is a closing requirement for most conventional forms of financing (bonds, loans, etc.)
- Magnolia's ability to obtain financing for other schools has been hindered by association.

Progression Strategy – If we plan to implement our growth plans and expand our enrollment capacity by Fall 2017, we must move forward now. We are in the middle of the charter appeals process and as such we seek charter approval from LACOE (the County) by December 20, 2016. Should LACOE deny the charter applications, we will seek charter approval from the CDE (the State), targeted for May 2017. Whether or not LACOE approves MSA-1,2,3 forces us to create two plans:

Plan 1: LACOE Approval Obtained – If LACOE approval is obtained, then we could move ahead with our planned \$18MM bond financing with Hamlin, the investors of our \$6.02MM 2014 bonds. We have obtained a term sheet, where they offered to amend the 2014 \$6.02MM bond financing to an \$18MM (without MSA-7) or \$19.5MM (with MSA-7) financing deal.

Over the course of the last fiscal year, the Finance Department has led meetings with multiple financing entities for the express purpose of seeking the best available financing for the capital improvement projects that the organization is undertaking.

Magnolia looked into several options to finance the capital growth plan. Obtaining financing was challenging due to the following factors:

- **MSA-1 Additional Debt Restriction** - Restrictive clauses in the MSA-1 2014 \$6.02MM bond deal provided the bondholders (Hamlin) the right to authorize or block additional debt related to MSA-1.
- **Magnolia Has Few Owned Properties** - MSA-1 and MSA-SA are the only schools that own property. Both properties have first mortgage liens on them. Hamlin has the lien on MSA-1 (old parcel supporting \$6.02MM bonds) and the state of California has the lien on MSA-SA (Prop 1D program totaling \$17.4MM, where 50% is a loan and 50% is a grant).
 - The recently purchased new parcel of MSA-1 has a first mortgage lien to Luxor Properties the seller, pursuant to a \$2.8MM seller note expiring in November 2017. This is expected to be refinanced through the proposed \$18MM bond.
 - MSA-SD is a leased properties and as such do not have significant assets to be mortgaged or offered to a financier as collateral.
- **Commercial Banking Options** - Magnolia spoke with several commercial banks (East West Bank, Pacific Western Bank, Wells Fargo, Citibank and Banc of California) regarding a bridge loan to finance the capital projects. We were unable to come to terms for numerous reasons: 1) mortgage or collateral was needed, 2) solid evidence of a bond take-out was required and 3) certain banks were uncomfortable with the education sector. Of all the banks contacted, only East West Bank provided verbal interest in doing a short-term bridge loan with bond takeout.
- **Bond Financing Options** - For bond financing we held meetings with the following investment banks, underwriters and financial advisors: Ziegler, RBC Global Asset Management, Piper Jaffray, Nicolas Stifel, Turner Agassi Charter School Facilities Fund and Charter School Capital. No term sheet was issued due to:
 - Lack of pledge-able collateral,
 - Hamlin's (MSA-1) additional debt restriction clause,
 - To buyout the MSA-1 Hamlin bonds, we would have to pay defeasance, which was estimated to be a fee of between \$1MM to \$1.5MM depending on interest rate fluctuations,
 - News articles regarding Turkey's Gulen,
 - Charter renewal issues at MSA 1, 2 and 3,

Our conclusion was that the only economically and technically viable option was to seek further financing with Hamlin, the sole holders of MSA-1's 2014 bonds.

The term sheet that was provided to Magnolia generally mimics the terms in the 2014 bonds, however there are a few key proposed alterations:

The Borrower will become an Obligated Group including MSA-1, MSA-SA and MSA-SD. The term is 30 years and the interest rate is 6.25%. It is noted that the current interest rate environment is that of increasing rates. A market deal is close to 6.00% at the current moment, which could be even greater than 6.25% by the time we fund. We can lock in the 6.25% interest rate if the term sheet is approved and signed before February 1, 2017.

Plan 2: LACOE Denial Leads to CDE Charter Approval in May 2017 – In the case that LACOE denies the MSA-1,2,3 charters, we will seek approval from the CDE on May 11th 2017. Should this scenario occur, our planned financing with Hamlin will not provide funds in time to keep us on schedule to complete our capital projects by Fall 2017, since charter renewals are a closing condition for Hamlin. In this scenario we plan to self fund the early stages (up to the end of February 2017) of MSA-SD and MSA-SA and delay the MSA-1 project for a year. We also plan to obtain a cash flow loan from Charter School Capital (“CSC”) in March 2017. In preliminary conversations, CSC stated that they could provide a loan secured by a revenue pledge in the 9.5% range. Although the interest rate is high, the cash interest amount could be lessened by a rapid payback schedule.

MSA-SD - MSA-SD has a total project cost of \$1.5MM assuming that portable classrooms are leased and not purchased. Through the end of February 2017, \$171k of soft costs and \$350k of hard costs (total of \$521k) must be paid to keep the project on schedule. As of 10/31/2016 MSA-SD had \$525k of unrestricted cash, \$375k of cash after a 5% liquidity reserve and \$241k in cash after the 5% liquidity reserve and -\$134k of operating losses. We believe that MSA-SD has enough cash to keep the project schedule on time using their own cash to March 2017, at which time a loan from CSC could be obtained.

The cash positions of MSA-SD and MSA-SA are as follows:

Cash Analysis 10/31/16	MSA-SA Amount	MSA-SD Amount
Total Restricted Cash	496,529	184,097
Unrestricted Cash	468,449	525,332
Total Cash	964,978	709,429
5% Reserve	111,858	150,449
Unrestricted Cash After Reserves	356,591	374,883
Operating Income (Nov - March)	(542,640)	(133,815)
Excess Cash after Ops	(186,049)	241,068

MSA-SA – MSA-SA has a total project cost of \$3.3MM. Through the end of February 2017, \$110k of soft costs and \$857k of hard costs (total cost of \$967k) must be paid to keep the project on schedule. As of 10/31/2016, MSA-SA \$965k of unrestricted cash, \$374k of cash after a 5% liquidity reserve and -\$186k after operating losses. MSA-SA will not have sufficient cash to pay for the expenditures that are needed to keep the project on schedule. **We recommend that up to \$967k of intra-company loans from MSA-8 (alternatively MSA-4,5,6) be prepared to pay for the hard and soft costs required to keep the project on schedule until a loan from CSC could be obtained in March 2017.**

Cash Analysis 10/31/16	MSA-4 Amount	MSA-5 Amount	MSA-6 Amount	MSA-8 Amount	Combined Amount
Total Restricted Cash	54,184	94,289	53,323	31,381	1,287,153
Unrestricted Cash	395,912	673,702	439,178	1,612,256	5,379,291
Total Cash	450,096	767,991	492,501	1,643,637	6,666,443
5% Reserve	96,476	69,431	69,864	260,330	2,200,488
Unrestricted Cash After Reserves	299,435	604,271	369,314	1,351,926	3,178,802
Operating Income (Nov - March)	49,763	(72,544)	(7,757)	(283,833)	(2,232,618)
Excess Cash after Ops	349,198	531,727	361,557	1,068,093	946,185

We also wanted to ask the Board for their thoughts on using the 5% liquidity reserve in emergency situations for capital projects to keep them on schedule.

Motion: We are looking for the motion to include board action to approve the capital improvement projects and budgets for MSA-1, MSA Santa Ana and MSA San Diego; and for us to proceed with internal intra-company loans to address cash flow needs through March 1, 2017 or until longer term external financing can be put in place.

Cover Sheet

Financial Update- September and October 2016

Section: IV. Discussion Items
Item: A. Financial Update- September and October 2016
Purpose: Discuss
Submitted by:
Related Material: IV A Finance Update.pdf



Board Agenda Item #	IV A
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kristin Dietz, EdTec
RE:	MPS September and October Financial Updates

Proposed Board Recommendation

Information Item, no action required

Background

Financial presentation prepared by EdTec as back-office service provider.

Budget Implications

There are no budget implications.

How Does This Action Relate/Affect/Benefit All MSAs?

This item provides transparent and regular reporting to the Board of financial activities and forecasts for FY16-17 for all sites.

Name of Staff Originator:

Kristin Dietz

Attachments

Magnolia Public Schools – September 2016 Financial Presentation

Magnolia Public Schools – October 2016 Financial Presentation, including Proposed Revised Budgets (see Agenda Item III A)



Business and Development Specialists
for Charter Schools

MEMORANDUM

TO: Caprice Young, CEO, Magnolia Public Schools
FROM: EdTec
SUBJECT: October 2016 Financial Presentation and Proposed Budget Revisions
DATE: 11/30/16

SUMMARY OF RESULTS – CONSOLIDATED PROPOSED REVISED BUDGET (I.E. CURRENT FORECAST) VS. BOARD APPROVED BUDGET

For purposes of this narrative, the Current Forecast is the Proposed Revised Budget. Any reference to the Current Forecast is referring to the Proposed Revised Budget.

MAGNOLIA PUBLIC SCHOOLS - CONSOLIDATED

Board Approved Budget vs. Proposed Budget

	Approved Budget	Previous Month's Forecast	Budget		
			Revised Budget (Current Forecast)	Variance (Previous vs. Current Forecast)	(Budget vs. Current Forecast)
SUMMARY					
Revenue					
LCFF Entitlement	33,973,830	34,694,023	34,572,779	(121,244)	598,949
Federal Revenue	3,351,379	4,447,195	4,395,024	(52,170)	1,043,645
Other State Revenues	4,188,588	5,412,796	5,428,893	16,096	1,240,305
Local Revenues	6,682,886	7,227,620	7,180,178	(47,442)	497,292
Fundraising and Grants	382,518	374,189	374,189	-	(8,329)
Total Revenue	48,579,200	52,155,823	51,951,062	(204,760)	3,371,862
Expenses					
Compensation and Benefits	25,599,982	28,166,013	28,159,067	6,946	(2,559,085)
Books and Supplies	3,270,502	3,879,681	3,850,761	28,921	(580,259)
Services and Other Operating Expenditures	17,681,744	18,735,391	18,674,415	60,976	(992,671)
Depreciation	823,259	806,605	806,605	-	16,654
Total Expenses	47,375,486	51,587,690	51,490,848	96,843	(4,115,362)
Operating Income	1,203,714	568,132	460,214	(107,918)	(743,500)
Fund Balance					
Beginning Balance (Unaudited)	20,766,592	20,749,322	20,749,322		
Audit Adjustment	315,263	(34,763)	(50,936)		
Beginning Balance (Audited)	21,081,855	20,714,559	20,698,386		
Operating Income (including Depreciation)	1,203,714	568,132	460,214		
Ending Fund Balance	22,285,569	21,282,691	21,158,600		
Operating Income (Less July Payroll)	1,203,714		1,561,817		358,103

	2016/17 Current Forecast - MSA-1	2016/17 Current Forecast - MSA- 2	2016/17 Current Forecast - MSA- 3	2016/17 Current Forecast - MSA- 4	2016/17 Current Forecast - MSA- 5	2016/17 Current Forecast - MSA- 6	2016/17 Current Forecast - MSA- 7	2016/17 Current Forecast - MSA- 8	2016/17 Current Forecast - MSA- SA	2016/17 Current Forecast - MSA- SD	2016/17 Current Forecast - MSA- SC	2016/17 Current Forecast - MERF	2016/17 Current Forecast - Total
SUMMARY													
Revenue													
LCCF Entitlement	5,311,771	4,285,683	4,303,143	1,827,963	1,663,461	1,525,104	2,670,902	4,442,047	5,477,274	3,065,431	-	-	34,572,779
Federal Revenue	1,197,994	575,303	489,839	246,704	164,581	161,359	423,748	297,469	698,055	139,972	-	-	4,395,024
Other State Revenues	1,150,509	542,429	872,841	265,224	180,443	250,773	619,891	613,166	553,582	380,036	-	-	5,428,893
Local Revenues	91,628	68,329	42,516	27,027	167,057	14,120	77,771	76,430	17,235	88,597	-	6,509,467	7,180,178
Fundraising and Grants	66,475	27,722	19,018	12,374	500	11,100	25,000	20,000	22,000	20,000	-	150,000	374,189
Total Revenue	7,818,376	5,499,466	5,727,357	2,379,292	2,176,042	1,962,456	3,817,312	5,449,113	6,768,146	3,694,036	-	6,659,467	51,951,062
Expenses													
Compensation and Benefits	3,789,975	3,183,183	3,327,107	1,211,281	1,218,812	1,082,926	1,763,818	2,816,434	3,790,797	2,253,786	-	3,720,949	28,159,067
Books and Supplies	644,264	466,086	401,887	132,461	195,400	154,776	307,908	420,157	866,125	179,076	-	82,620	3,850,761
Services and Other Operating Expenditu	2,856,771	1,803,695	2,029,286	752,841	735,563	612,465	1,648,794	2,153,949	2,090,804	1,199,279	-	2,790,966	18,674,415
Depreciation	146,166	53,602	19,096	15,656	17,201	28,726	36,918	84,873	363,466	39,460	-	1,440	806,605
Total Expenses	7,437,176	5,506,567	5,777,377	2,112,238	2,166,976	1,878,893	3,757,437	5,475,413	7,111,192	3,671,602	-	6,595,975	51,490,848
Operating Income	381,200	(7,101)	(50,020)	267,054	9,066	83,563	59,876	(26,301)	(343,047)	22,434	-	63,491	460,214
Fund Balance													
Beginning Balance (Unaudited)	3,197,834	1,210,746	976,777	763,641	1,144,335	1,006,776	939,109	3,061,348	8,291,101	1,173,620	(730,789)	(285,175)	20,749,323
Audit Adjustment	(37,421)	(69,794)	(1,353)	(101,151)	(66,820)	(49,511)	8,243	(57,173)	7,820	961	(791)	315,263	(51,727)
Beginning Balance (Audited)	3,160,413	1,140,952	975,424	662,490	1,077,515	957,265	947,352	3,004,175	8,298,921	1,174,581	(731,580)	30,088	20,697,596
Operating Income (including Depreciat	381,200	(7,101)	(50,020)	267,054	9,066	83,563	59,876	(26,301)	(343,047)	22,434	-	63,491	460,214
Ending Fund Balance	3,541,613	1,133,851	925,404	929,544	1,086,581	1,040,828	1,007,228	2,977,874	7,955,874	1,197,015	(731,580)	93,579	21,157,810
Ending Fund Balance as a % of Expenses	48%	21%	16%	44%	50%	55%	27%	54%	112%	33%	-	1%	41%
Capital Outlay	540,000	-	70,000	-	-	-	198,325	84,000	77,875	-	-	-	970,200
Total ADA	522.1	442.0	443.9	186.2	177.7	167.9	291.4	477.7	606.0	413.0	0.0	0.0	3,728

Net Income forecasted for the year is \$460,214. This is a decrease \$743,500 from the board approved budget, and a decrease of \$107,918 from the September forecast.

The main drivers of the changes between the original approved budget and proposed revised budget are:

- One-Time Funding added at \$200/PY ADA. Preliminary entitlements have not yet been released, and may change.
- College Readiness Block Grant Revenue (\$75,000/site) added to MSA-1, 2, 3, 4, and SA along with corresponding expenses.
- Expenses were updated based on PY actuals across all sites during budget revision meetings.
- Enrollment and FRL updated for all sites based on actual data
- Salaries updated to reflect actual staff in contracted positions and health benefits per master benefits list received from HR
- Revenue rates for Lottery, Special Ed, Title I/II, Summer Program adjusted per updated assumptions/data

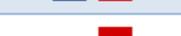
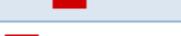
ACCOMPLISHMENTS

- No uncategorized transactions as of October 2016
- Budget deep-dive training with school site principals at MERF
- Review of audit drafts FY15-16
- LA County hearing for MSA-1,2, and 3
- AP process improvement meeting with MERF

OPPORTUNITIES AND RISKS

Emergency Checks

Emergency check requests have decreased by 80% since September. Since ECRs were less than 20 (18 total), no additional charge was incurred. Communications with principals regarding the cost of ECRs have been effective in reducing the number of requests. Once fiscal policy is approved to allow MERF to write manual payroll checks, the number should reduce further.

Site	July	August	September	October	Trend
MERF	10	10	7	2	
MSA-1	8	2	8	1	
MSA-2	17	8	12	2	
MSA-3	2	3	9	5	
MSA-4	0	1	16	0	
MSA-5	0	1	5	0	
MSA-6	0	1	0	0	
MSA-7	6	2	2	1	
MSA-8	2	2	21	1	
MSA-SA	13	9	10	5	
MSA-SD	11	13	1	1	
Total	69	52	91	18	

STRS/PERS Rates in Paycom

STRS and PERS rates were not updated FY16-17 for all employees. Thus, employees have had the wrong deductions and incorrect payments have been made. HR is working with financial analysts to reconcile incorrect deductions as well as update Paycom with correct rates for all employees. Total impact is unknown as this needs to be checked on a per employee basis.

Medical Stipends

Employees receive a medical stipend of \$75 per pay period if they opt out of health and welfare. In October, several employees received the stipend erroneously as they receive health benefits. In addition, some employees that opt out did not receive their stipend. HR has reconciled this issue for the November payroll.

Hourly Employees & Benefits

Hourly employees at school sites are exceeding the 20-hour limit, which will make them eligible for PERS. Others are exceeding the 29-hour limit, which will make them eligible for PERS and health benefits. This will have a negative budget impact. HR is reconciling which employees will need to receive benefits and EdTec will analyze the fiscal impact FY16-17.

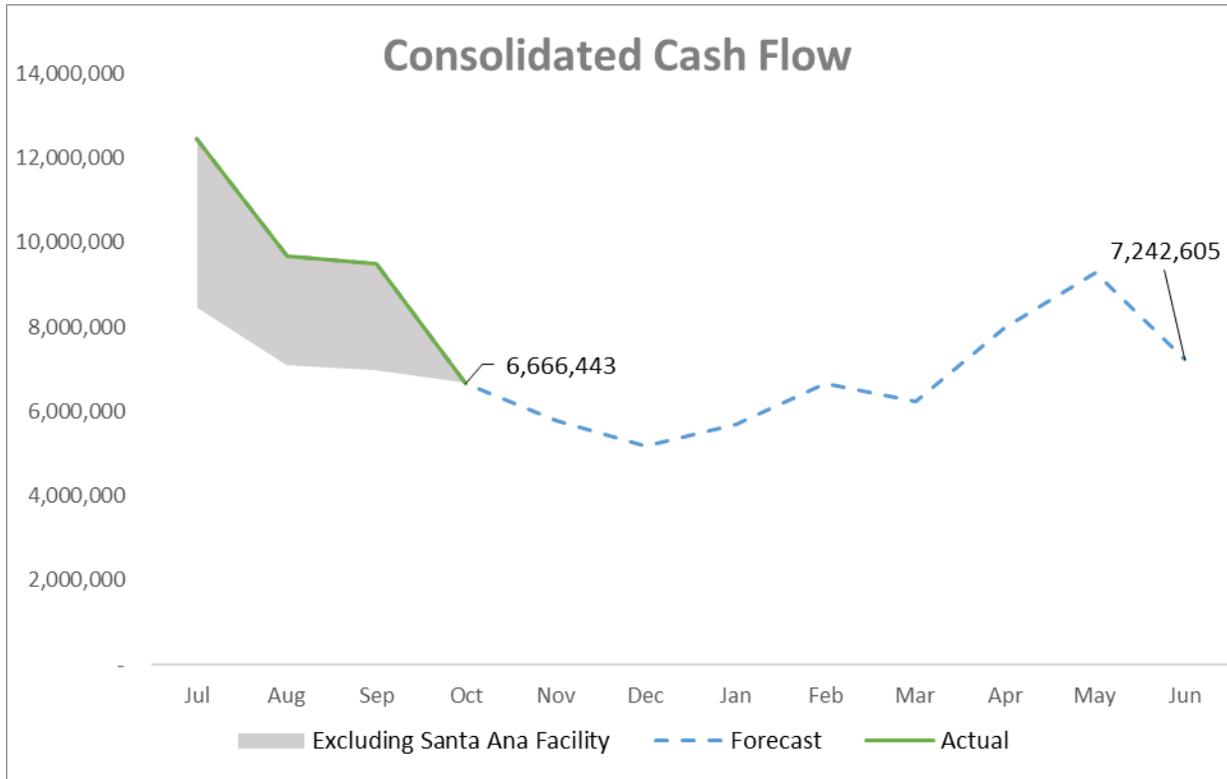
Unused PTO/Vacation not accrued

Per review of MPS policies and balance sheet, determined that there is no accrual on the books for unused vacation/sick time. This impacts only MERF employees. MPS HR has gathered the details and prepared a schedule of unused time as of 9/30/16. An estimate of this accrual has been included in the MERF revised proposed budget. The liability will be reviewed and updated at least annually.

Capital Expenditures

Capital expenditures are currently hitting MERF as an expense, but will need to be allocated to school sites as capital costs and later depreciated. The actual classified salary and contracted actual expenses through September are likely overstated, and will be reassessed once Facility Team provides appropriate allocation.

CASH FLOW SUMMARY



The ending cash balance at 10/31 was \$6,666,443, where \$549,962 was restricted Prop 1D money for MSA-Santa Ana. Projected ending cash balance at 6/30 is \$7,224,708.

Cash Flow Notes

- MSA-SC loss is continuing to be analyzed by finance team, auditors and legal.
- MSA-SA will need operating loans to cover cash needs until February. These have already been approved by the board.
- MERF has received CMO fees through February (excluding MSA-SA) to maintain a positive cash balance

Magnolia Science Academy - 1

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	1,191,895	5,251,881	5,311,771	5,311,771	-	59,890
Federal Revenue	90,421	695,788	1,196,325	1,197,994	1,669	502,206
Other State Revenues	105,129	898,245	1,150,509	1,150,509	-	252,264
Local Revenues	31,644	60,107	91,628	91,628	-	31,521
Fundraising and Grants	33,966	56,000	66,475	66,475	-	10,475
Total Revenue	1,453,054	6,962,021	7,816,707	7,818,376	1,669	856,355
Expenses						
Compensation and Benefits	1,154,607	3,362,064	3,789,975	3,789,975	-	(427,911)
Books and Supplies	190,604	539,025	644,264	644,264	-	(105,239)
Services and Other Operating Expenditure	772,195	2,727,983	2,864,368	2,856,771	7,596	(128,789)
Depreciation	60,588	181,768	146,166	146,166	-	35,602
Total Expenses	2,177,994	6,810,840	7,444,772	7,437,176	7,596	(626,336)
Operating Income	(724,940)	151,181	371,934	381,200	9,266	230,019
Fund Balance						
Beginning Balance (Unaudited)	3,197,834	3,197,834	3,197,834	3,197,834		
Audit Adjustment	(37,421)	-	(36,704)	(37,421)		
Beginning Balance (Audited)	3,160,413	3,197,834	3,161,130	3,160,413		
Operating Income (including Depreciation)	(724,940)	151,181	371,934	381,200		
Ending Fund Balance	2,435,473	3,349,015	3,533,064	3,541,613		
Capital Outlay	27,331	100,000	540,000	540,000		
Operating Income (Less July Payroll)			570,296	579,562		
Total ADA		518.2	522.1	522.1		

Summary of Results

Forecasting a net income of \$381,200, an increase of \$230,019 from the board approved budget and an increase of \$9,266 from the September Forecast. Enrollment increased by 4 for a total of 541 students, but there was a 2% reduction in FRL to 89%.

Variance Analysis

LCFF Entitlement \$59,890

Total enrollment increased by 4 students which increased LCFF entitlement by \$59,890 from approved budget.

Federal Revenue \$502,206

MSA-1 was awarded the Charter School Facilities Incentive Grant (CSFIG), which is a 3-year federal grant program to assist in facility needs. MSA-1 will received \$500K each year for three years to toward the new construction costs for the facility at MSA-1. NSLP Revenue increased by \$6k due to the increase in enrollment, with a corresponding increase in food expenses. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in decrease of \$4.5k from approved budget. Prior year 15-16 National School Lunch Program under accrued \$2k.

State Revenue \$252,264

Added a one-time fund for College Readiness Grant of \$75k and one-time Mandate Block Funding of \$107k that were not previously budgeted. State Lottery revenue increased by \$14k due to increase in enrollment. Increase of \$57k for SB740 from approved budget for this year to reimburse for rent per CSFA.

Other Local Revenue \$31,521

Summer Program revenue was \$21K higher than budgeted. Increased other local revenue by \$10k due to refunds not previously budgeted.

Donations/Fundraising \$10,475

Fundraising and Donations increased by \$10k based on prior year actuals.

Compensation and Benefits (-\$427,911)

Compensation has increased by \$287K, largely due to the one-time adjustment for July payroll (\$198K). Contracted actual salaries were \$39K higher than budget due to additional stipends that were not budgeted and added a math coach that is funded by College Readiness. Classified payroll increased by \$37K as two positions are added in the budget as placeholders for an office manager and teacher assistant.

Books and Supplies (-\$105,239)

Textbook and other reference materials purchase not previously budgeted, which resulted in an increase of \$48K. Instructional materials and supplies increased by \$25K and Office Supplies increased by \$7.8k based on prior year actuals. Student food increased by \$19K due to enrollment increase. Other Food (food for events, PD, etc.) increased by \$5K based on prior year actuals.

Services and Operating (-\$128,789)

Direct and Indirect CMO Fees decreased by \$20k due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance increased by \$4k per updated premium from CharterSafe. Rent increased \$36k due to increase in rent for bungalows not previously budgeted. Operations & Housekeeping increased by \$21k, Utilities increased by \$6k, Equipment Leases decreased by \$4k, Repairs and Maintenance increased by \$10k, Accounting Fees increased by \$5k, School Programs increased by \$15k, Consultants increased by \$16k, Field Trip Expenses increased by \$12k, Legal Fees increased by \$20k, Marketing and Student Recruiting increased by \$5k, Professional Development increased by \$31k, Special Education contract instructors decreased by \$25k and Substitutes increased by \$24k based on prior year actuals. Also, increased prior year expenses – not accrued by \$18k to match actuals previously not budgeted. Increased Bad Debt Expense by \$2k for prior year 15-16 State nutrition over accrued.

Depreciation (-\$35,602)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 2

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	1,006,164	4,518,778	4,285,683	4,285,683	-	(233,095)
Federal Revenue	68,940	344,735	575,303	575,303	-	230,568
Other State Revenues	91,081	355,213	542,429	542,429	-	187,216
Local Revenues	8,126	93,069	68,329	68,329	-	(24,740)
Fundraising and Grants	5,285	25,000	27,722	27,722	-	2,722
Total Revenue	1,179,598	5,336,795	5,499,466	5,499,466	-	162,671
Expenses						
Compensation and Benefits	983,014	2,987,228	3,177,145	3,183,183	(6,039)	(195,956)
Books and Supplies	188,531	259,858	464,007	466,086	(2,079)	(206,228)
Services and Other Operating Expenditure	503,617	1,903,069	1,804,518	1,803,695	822	99,374
Depreciation	11,332	34,000	53,602	53,602	-	(19,602)
Total Expenses	1,686,493	5,184,155	5,499,272	5,506,567	(7,296)	(322,412)
Operating Income	(506,896)	152,640	194	(7,101)	(7,296)	(159,741)
Fund Balance						
Beginning Balance (Unaudited)	1,210,746	1,210,746	1,210,746	1,210,746		
Audit Adjustment	(69,794)	-	(70,204)	(69,794)		
Beginning Balance (Audited)	1,140,952	1,210,746	1,140,542	1,140,952		
Operating Income (including Depreciation)	(506,896)	152,640	194	(7,101)		
Ending Fund Balance	634,056	1,363,386	1,140,736	1,133,851		
Capital Outlay	-	20,000	-	-		
Operating Income (Less July Payroll)			164,543	157,248		
Total ADA		470.0	442.0	442.0		

Summary of Results

MSA-2 is currently forecasting a net loss of \$7,101, a reduction of \$159,741 from the board approved budget and a decrease of \$7,296 from the September forecast. Enrollment has been reduced by -29 to 458, from 487 originally budgeted. The FRL rate has increased in the latest forecast to 95% per actual applications, up from 79% in the board approved budget. This increase positively impacts LCFF, Nutrition and certain other revenues.

Variance Analysis

LCFF/State Aid (-\$233,095)

LCFF revenue reduced (\$233k), due to reduction of -28 ADA, offset by increase in FRL rate.

Federal Revenue \$230,568

Addition of National School Lunch Program (NSLP) for MSA-2 this year increased forecast by \$220k. This was not in the board approved budget because participation in this program was not known at that time. Title I in the current forecast has increased by \$11.7k per the CDE preliminary entitlement published in July. Special Ed and Title III rates also changed slightly from what was originally budgeted.

State Revenue \$187,216

Largest increases in State Revenue come from addition of two one-time funds not previously budgeted: One-Time mandated funding \$94k and College Readiness Grant \$75k. Estimated Lottery rates also have increased since the board approved budget, resulting in estimated increase of \$7.3k. Special Ed AB602 funding rates have reduced from the board approved budget and with reduced ADA result in decreased revenue of \$9k.

Other Local Revenue (-\$24,740)

Summer Program revenue was \$16K higher than budgeted, while uniforms and field trip revenue have been removed from the board approved budget, a reduction of \$46k. The addition of the Nutrition program also brought increased estimated local food service revenue of \$5k.

Donations/Fundraising \$2,722

Fundraising increased by \$2.7K based on prior year actuals and budget meeting with the principal.

Compensation and Benefits (-\$195,956)

Compensation has increased by \$143K, largely due to the one-time adjustment for July payroll (\$141K). Also, while 1 aide was added to Classified Salaries, this cost was offset by the transfer of 1 certificated staff member to another site. Health benefits also increased by \$19k from the board approved budget with truing up all rates per master list received from HR. Remaining changes in forecast was due to increased STRS/PERS and payroll taxes resulting from the July payroll correction. Added PERS to 2 placeholder Aides which increased the budget by \$6k.

Books and Supplies (-\$205,228)

Largest increase in Books and Supplies is the addition of food supplies expense not previously budgeted - \$193k. Also, while textbooks increased by \$45k due to purchases that were originally intended to occur in FY15-16 and were carried over to the current year, many line items were reduced during budget review with the principal. Classroom Furniture, Equipment and Supplies went over budget by \$2k for Amazon purchases.

Services and Operating \$99,374

Direct and Indirect CMO Fees decreased \$78K due to updated calculation of CMO Fees based on ADA and updated home office budget. Travel and conference fees decreased by \$25k upon review of prior year actuals. Rent decreased by \$49k based on current use agreement. Audit fees increased \$6.6K based on PY actuals and legal increased by \$10k based on anticipated additional needs related to renewal. Consultants and professional development increased \$46K to cover the costs funded by the Educator Effectiveness and College Readiness, not previously budgeted. Special Education contract instructors increased \$25K based on PY actuals. Substitutes, Communications and several other line items also decreased due to budget review with principal and examination of final prior year expenses. Increased PY expenses – not accrued by \$9k to match actuals received by 21st Century, Lifetouch Publishing and cleaning services.

Depreciation (-\$19,602)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year

Magnolia Science Academy -3

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	980,838	4,245,387	4,303,143	4,303,143	-	57,756
Federal Revenue	61,864	574,033	489,839	489,839	-	(84,194)
Other State Revenues	90,654	694,406	866,336	872,841	6,504	178,435
Local Revenues	1,105	24,785	42,516	42,516	-	17,731
Fundraising and Grants	6,763	19,018	19,018	19,018	-	-
Total Revenue	1,141,224	5,557,629	5,720,853	5,727,357	6,504	169,728
Expenses						
Compensation and Benefits	1,021,594	2,812,109	3,243,160	3,327,107	(83,947)	(514,998)
Books and Supplies	107,730	454,542	401,887	401,887	-	52,654
Services and Other Operating Expenditure	522,856	1,935,913	2,033,933	2,029,286	4,646	(93,373)
Depreciation	4,000	12,000	19,096	19,096	-	(7,096)
Total Expenses	1,656,180	5,214,564	5,698,077	5,777,377	(79,300)	(562,814)
Operating Income	(514,955)	343,065	22,776	(50,020)	(72,796)	(393,086)
Fund Balance						
Beginning Balance (Unaudited)	976,777	976,777	976,777	976,777		
Audit Adjustment	(1,353)	-	0	976,777	(1,353)	
Beginning Balance (Audited)	975,424	976,777	976,777	975,424		
Operating Income (including Depreciation)	(514,955)	343,065	22,776	(50,020)		
Ending Fund Balance	460,469	1,319,842	999,553	925,404		
Capital Outlay	-	70,000	70,000	70,000		
Operating Income (Less July Payroll)			208,806	136,010		
Total ADA		434.3	443.9	443.9		

Summary of Results

MSA-3 is currently forecasting a net less of \$50,020, a reduction of \$393,086 from the board approved budget and a decrease of \$72,796 from the September forecast. Enrollment has increased by +10 to 460, from 450 originally budgeted. The FRL rate has decreased in the latest forecast to 72% per actual applications, down from 81% in the board approved budget. This increase negatively impacts LCFF, Nutrition and certain other revenues.

Variance Analysis

LCFF Entitlement \$57,756

LCFF revenue increased \$57k, due to increase of 9.6 ADA, offset by decrease in FRL rate.

Federal Revenue (-\$84,194)

National School Lunch Program (NSLP) decreased based on prior year actual participation and on reduced FRL \$89K. This is offset in part by reduced food expenses. Title I in the current forecast has increased by \$6k per the CDE preliminary entitlement published in July. Special Ed and Title III rates also changed slightly from what was originally budgeted.

State Revenue \$178,435

Largest increases in State Revenue come from addition of two one-time funds not previously budgeted: One-Time mandated funding \$90k and College Readiness Grant \$75k. Estimated Lottery rates also have increased since the board approved budget, along with increased ADA results in estimated increase of \$13k. State Nutrition revenue decreased by \$7k due to decreased FRL and participation based on prior year final numbers. Received \$7k for PY15-16 Assesment Reimbursements and Lottery under accrued.

Other Local Revenue \$17,731

Summer Program revenue was \$17.7K higher than budgeted.

Compensation and Benefits (-\$514,998)

Compensation has increased by \$340K, largely due to the one-time adjustment for July payroll \$165K. Total FTE and contracted rates were higher than budgeted. Also added Parent College added, not originally budgeted. Health benefits also increased by \$34k from the board approved budget with truing up all rates per master list received from HR. Remaining changes in forecast was due to increased STRS/PERS and payroll taxes resulting from the July payroll correction and other salary adjustments. Added 2 PT Aides and changed 3 PT aides to FT which increased the budget by \$84k.

Books and Supplies \$52,654

Change primarily due to reduced food expenses due to anticipated reduced participation per prior year actuals \$65k. Classroom furniture and other food increased per budget review with principal \$12k.

Services and Operating (-\$93,373)

Direct and Indirect CMO Fees increased \$9K due to updated calculation of CMO Fees based on ADA and updated home office budget. Rent decreased by \$44k based on info received from MPS Facilities team. Audit fees increased \$5K based on PY actuals and legal increased by \$30k based on anticipated additional needs related to renewal. Consultants and professional development increased \$90K to cover the costs funded by the Educator Effectiveness and College Readiness, not previously budgeted. Marketing decreased by \$15k due to review of anticipated needs in this area and review of prior year actual spending. Special Education contract instructors increased \$7K based on PY actuals. Substitutes increased by \$20k per budget review. Prior year expenses totaled \$8.7k, increasing forecasted expenses. These are expenses that were received/processed late and not accrued in FY15-16.

Depreciation (-\$7,096)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 4

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	397,214	1,772,032	1,827,963	1,827,963	-	55,931
Federal Revenue	26,201	252,308	246,704	246,704	-	(5,604)
Other State Revenues	44,393	141,453	255,013	265,224	10,211	123,771
Local Revenues	369	20,867	27,027	27,027	-	6,160
Fundraising and Grants	6,528	10,000	12,374	12,374	-	2,374
Total Revenue	474,705	2,196,660	2,369,081	2,379,292	10,211	182,631
Expenses						
Compensation and Benefits	374,823	1,172,519	1,211,281	1,211,281	-	(38,762)
Books and Supplies	54,720	158,736	133,461	132,461	1,000	26,276
Services and Other Operating Expenditure	122,527	667,206	753,198	752,841	357	(85,635)
Depreciation	3,072	9,221	15,656	15,656	-	(6,435)
Total Expenses	555,142	2,007,682	2,113,595	2,112,238	1,357	(104,556)
Operating Income	(80,437)	188,978	255,486	267,054	11,567	78,076
Fund Balance						
Beginning Balance (Unaudited)	763,641	567,722	763,641	763,641		
Audit Adjustment	(101,151)	-	(101,416)	(101,151)		
Beginning Balance (Audited)	662,490	567,722	662,225	662,490		
Operating Income (including Depreciation)	(80,437)	188,978	255,486	267,054		
Ending Fund Balance	582,053	756,700	917,711	929,544		
Capital Outlay						
	-	-	-	-		
Operating Income (Less July Payroll)			338,181	349,749		
Total ADA		180.5	186.2	186.2		

Summary of Results

Forecasting a net income of \$267,054, an increase of \$78,076 from the board approved budget and an increase of \$11,567 from the September forecast. Enrollment increased by 6 for a total of 193 students, but there was a 20% reduction in FRL to 55%.

Variance Analysis

LCFF Entitlement \$55,931

Total enrollment increased by 6 students increased LCFF entitlement by \$55,931 from approved budget.

Federal Revenue (-\$5,604)

NSLP Revenue decreased by \$3k due to the decrease in FRL%, with a corresponding decrease in food expenses. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in decrease of \$1.5k from approved budget.

State Revenue \$123,771

One-Time Funds at \$200/ADA were not previously budgeted, resulting in an increase of \$37K. State Lottery increased \$6k due to the increase in enrollment. Added a one-time fund for

College Readiness Grant of \$75k. Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$4k from approved budget. Increased by \$10k for prior year lottery and federal nutrition under accrued.

Other Local Revenue \$6,160

Summer Program Revenue increased \$6K as actual revenue was higher than budgeted.

Donations/Fundraising \$2,374

Fundraising increased by \$2k to match actuals.

Compensation and Benefits (-\$38,762)

Certificated payroll increased \$83K due to one-time adjustment for July payroll. This was offset by \$59K due to lower salaries than budgeted. Actual classified employee's salary is \$11k higher than budgeted. Added 1 Title I PT aide as a placeholder which increased by \$23k.

Books and Supplies \$25,276

Office Supplies increase by \$4k, Non Instructional Student Materials & Supplies decreased \$25k, Classroom Furniture decreased \$3k, Computers decreased \$20k and Other Food (food for events, PD, etc.) increased \$4k. Student Food increased \$15k due to prior year actuals.

Services and Operating (-\$85,635)

Direct and Indirect CMO Fees increased \$62K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased by \$3k due to updated premium by CharterSafe. Accounting fees increased \$4k, Consultants increased by \$8k, Other Professional Services increased by \$9k, Legal Fees increased by \$10k, Marketing and Student Recruiting increased by \$13k, Transportation-Students increased by \$2k, Postage and Delivery decreased by \$2k based on PY actuals. Increased Professional Development by \$25k due to College Readiness.

Magnolia Science Academy -5

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	357,980	1,539,136	1,663,461	1,663,461	-	124,325
Federal Revenue	16,561	176,079	215,237	164,581	(50,656)	(11,498)
Other State Revenues	34,638	150,386	180,109	180,443	334	30,057
Local Revenues	18,582	11,120	159,120	167,057	7,937	155,937
Fundraising and Grants	-	500	500	500	-	-
Total Revenue	427,761	1,877,220	2,218,427	2,176,042	(42,385)	298,821
Expenses						
Compensation and Benefits	327,122	1,064,348	1,218,812	1,218,812	-	(154,464)
Books and Supplies	96,969	185,900	195,400	195,400	-	(9,500)
Services and Other Operating Expenditure	100,376	594,065	724,522	735,563	(11,041)	(141,498)
Depreciation	5,732	17,201	17,201	17,201	-	-
Total Expenses	530,199	1,861,515	2,155,935	2,166,976	(11,041)	(305,462)
Operating Income	(102,438)	15,706	62,492	9,066	(53,426)	(6,640)
Fund Balance						
Beginning Balance (Unaudited)	1,144,335	951,134	1,144,335	1,144,335		
Audit Adjustment	(66,820)	-	(48,174)	(66,820)		
Beginning Balance (Audited)	1,077,515	951,134	1,096,161	1,077,515		
Operating Income (including Depreciation)	(102,438)	15,706	62,492	9,066		
Ending Fund Balance	975,077	966,840	1,158,652	1,086,581		
Capital Outlay	-	-	-	-		
Operating Income (Less July Payroll)			128,797	75,371		
Total ADA		168.9	177.7	177.7		

Summary of Results

Forecasting a net income of \$9,066, a decrease of \$6,640 from the board approved budget and a decrease of \$53,426 from the September forecast. Enrollment increased by 12 for a total of 187 students, but there was a 2% reduction in FRL to 85%.

Variance Analysis

LCFF Entitlement \$124,325

Total enrollment increased by 12 students which increased LCFF entitlement by 124k.

Federal Revenue (\$11,498)

Special Education rate decreased from \$202 per ADA to \$193 resulting in a decrease of \$5k from approved budget. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in an increase of \$44k from approved budget. Also included PY Title I payable of \$51k.

State Revenue \$30,057

One-Time Funds at \$200/ADA were not previously budgeted, resulting in an increase of \$28K. State Lottery increased \$7k due to the increase in enrollment. Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$14k from approved budget. NSLP increased by \$5k due to increase in enrollment. Other State Apportionments – Prior Year

increased by \$4k due to PY property tax and star reimbursement not accrued. Increased by \$334 for FY15-16 Assessment Reimbursements.

Other Local Revenue \$155,937

Increased COP Option 3 Grant by \$148,000 from approved budget. Increased the budget by \$8k for Microsoft Settlement.

Compensation and Benefits (-\$154,464)

Certificated payroll increased \$66K due to one-time adjustment for July payroll. There was also an increase of \$51k for an employee from MSA-2 for the cadet program. An increase of 38k due to actual salaries being higher than budgeted.

Books and Supplies (-\$9,500)

Approved Textbooks decreased by \$25k, Educational Software increased by \$5k, Instructional Materials and Supplies decreased by \$8k, Non Instructional Student Materials and Supplies decreased by \$3k, Noncapitalized Equipment decreased by \$5k, Computers increased by \$9k, Non Classroom related Furniture, Equipment and Supplies increased by \$13k, Student Food increased by \$20k and Other Food (food for events, PD, etc.) increased by \$3k due to prior year actuals.

Services and Operating (-\$141,498)

Direct and Indirect CMO Fees increased \$63K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased by \$8k due to updated premium by CharterSafe. Repairs and Maintenance increased \$15k, Accounting fees increased \$3k, Other Professional Services decreased by \$23k, Field Trip Expenses increased by \$1k, Legal Fees increased by \$10k, Marketing and Student Recruiting increased by \$50k, Special Education Contract Instructors increased by \$25k, and Substitutes increased by \$5k based on PY actuals. Increased Prior Year Expense – Not accrued to \$24k for LAUSD food services, Hess Associates, and CharterSafe WC expenses not previously accrued. Decreased Rent by \$24k per Facility Use Agreement.

Magnolia Science Academy – 6

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	349,419	1,575,467	1,525,104	1,525,104	-	(50,363)
Federal Revenue	25,618	137,828	163,005	161,359	(1,646)	23,531
Other State Revenues	32,098	214,078	250,773	250,773	-	36,695
Local Revenues	-	14,120	14,120	14,120	-	-
Fundraising and Grants	3,010	10,000	11,100	11,100	-	1,100
Total Revenue	410,145	1,951,493	1,964,102	1,962,456	(1,646)	10,963
Expenses						
Compensation and Benefits	312,784	965,253	1,057,128	1,082,926	(25,799)	(117,673)
Books and Supplies	66,466	110,183	154,776	154,776	-	(44,593)
Services and Other Operating Expenditure	159,263	575,774	612,812	612,465	347	(36,691)
Depreciation	2,123	6,368	28,726	28,726	-	(22,358)
Total Expenses	540,636	1,657,578	1,853,441	1,878,893	(25,452)	(221,315)
Operating Income	(130,491)	293,915	110,661	83,563	(27,098)	(210,352)
Fund Balance						
Beginning Balance (Unaudited)	1,006,776	938,327	1,006,776	1,006,776		
Audit Adjustment	(49,511)	-	(48,693)	(49,511)		
Beginning Balance (Audited)	957,265	938,327	958,083	957,265		
Operating Income (including Depreciation)	(130,491)	293,915	110,661	83,563		
Ending Fund Balance	826,774	1,232,242	1,068,744	1,040,828		
Capital Outlay	-	20,000	-	-		
Operating Income (Less July Payroll)			158,513	131,415		
Total ADA		173.7	167.9	167.9		

Summary of Results

Forecasting a net income of \$83,563, a decrease of \$210,352, from the Board Approved Budget and a decrease of \$27,098 from the August Forecast. Enrollment decreased by 6 at 174, and there was a 7% reduction in FRL to 75%.

Variance Analysis

LCFF Entitlement (-\$50,363)

Total enrollment decreased by 6 students which decreased LCFF entitlement by \$50k.

Federal Revenue \$23,531

Special Education rate decreased from \$202 per ADA to \$193 resulting in a decrease of \$3k from approved budget. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in an increase of \$8k from approved budget. NSLP Revenue increased by \$18k due to prior year actuals.

State Revenue \$36,695

One-Time Funds at \$200/ADA were not previously budgeted, resulting in an increase of \$33K. State Lottery increased \$4k, due to the rate of \$189/ADA vs. the budgeted rate of \$162/ADA.

Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$6k from approved budget.

Donations/Fundraising \$1,100

Donations increased by \$1k to match actuals.

Compensation and Benefits (\$117,673)

Certificated payroll increased \$48K due to one-time adjustment for July payroll. This was offset by \$140K due to lower stipends than budgeted as well as two positions removed from the staff list. A certified teacher employee was reclassified as a certificated administrator employee, with a net change of zero to overall payroll budget, but a shift of \$62K between the budget categories. Increased certificated payroll by \$11k and classified employees by \$5k due to employees salary higher than budgeted. Added \$10k for Parent College not previously budgeted. Added 1 TA and increased hours for employee which increased the budget by \$26k.

Books and Supplies (-\$44,593)

Approved Textbooks increased \$40k, Books and Other Reference Materials decreased \$2k, Educational Software increased \$6k, Instructional Materials and Supplies increased \$4k based on prior year actuals. Student Food decreased \$17k due to decrease in enrollment and lower FRL%.

Services and Operating (-\$36,691)

Direct and Indirect CMO Fees increased \$62K due to updated calculation of CMO Fees based on ADA and updated home office budget. Travel and Conferences decreased by \$3k, Travel and Lodging increased by \$3k, Consultants increased by \$6k, Marketing and Student Recruitment increased by \$8k, Professional Development increased by \$4k, and Substitutes decreased by \$5k based on PY actuals. Increased Insurance budget by \$1k due to updated premium by CharterSafe. Removed \$40k of added cushion/padding from Miscellaneous Operating Expenses from the budget. Prior year expenses increased by \$4k for expenses previously not accrued.

Depreciation (-\$22,358)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 7

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	587,303	2,671,595	2,670,902	2,670,902	-	(693)
Federal Revenue	42,968	346,072	424,283	423,748	(535)	77,676
Other State Revenues	151,700	578,580	619,486	619,891	406	41,312
Local Revenues	13,876	54,198	69,152	77,771	8,619	23,573
Fundraising and Grants	3,667	50,000	25,000	25,000	-	(25,000)
Total Revenue	799,514	3,700,444	3,808,822	3,817,312	8,490	116,868
Expenses						
Compensation and Benefits	522,405	1,710,715	1,761,013	1,763,818	(2,805)	(53,103)
Books and Supplies	134,391	333,447	307,908	307,908	-	25,540
Services and Other Operating Expenditures	453,537	1,557,568	1,665,683	1,648,794	16,889	(91,226)
Depreciation	15,009	45,027	36,918	36,918	-	8,109
Total Expenses	1,125,342	3,646,756	3,771,521	3,757,437	14,084	(110,681)
Operating Income	(325,827)	53,688	37,301	59,876	22,575	6,188
Fund Balance						
Beginning Balance (Unaudited)	939,109	922,760	939,109	939,109		
Audit Adjustment	8,243	-	11,647	8,243		
Beginning Balance (Audited)	947,352	922,760	950,756	947,352		
Operating Income (including Depreciation)	(325,827)	53,688	37,301	59,876		
Ending Fund Balance	621,525	976,448	988,057	1,007,228		
Capital Outlay	-	60,000	198,325	198,325		
Operating Income (Less July Payroll)			127,283	149,858		
Total ADA		291.4	291.4	291.4		

Summary of Results

Forecasting a net income of \$59,876, a increase of \$6,188 from the board approved budget and an increase of \$22,575 from the September Forecast. Enrollment remains the same at 302, but there was a 10% reduction in FRL to 63%.

Variance Analysis

Federal Revenue \$77,676

NSLP Revenue decreased by \$61K per PY actuals, with a corresponding decrease in food expense. MSA-7 was awarded the Charter School Facilities Incentive Grant (CSFIG), which is a 3-year federal grant program to assist in facility needs. MSA-7 will received \$138K each year for three years to cover construction costs for modulars at MSA-7. Title II decreased by \$131 based on preliminary apportionment and removed Title III of \$313 from the budget.

State Revenue \$41,312

NSLP Revenue decreased by \$11K per PY actuals, with a corresponding decrease in food expense. Increase of \$56K for one-time funds that were not previously budgeted. Preliminary entitlement have not yet been released, but forecasted at \$200/PY ADA, a reduction of \$10 from the August Forecast at \$210/PY ADA. MSA-7 was awarded SB740, along with CSFIG, with an increase to the August forecast of \$140K. This was originally removed in the August forecast

as it was not expected that the school would receive both grants. Increased budget by \$406 for prior year testing reimbursements.

Other Local Revenue \$23,573

Summer Program revenue was \$15K higher than budgeted. Received credit for prior year expenses of \$9k.

Donations/Fundraising (-\$25,000)

Fundraising reduction of \$25K based on prior year actuals

Compensation and Benefits (-\$53,103)

Compensation has increased by \$52K, largely due to the one-time adjustment for July payroll (\$89K). Contracted actual salaries were \$13K higher than budget due to additional stipends that were not budgeted. Classified payroll reduced \$40K as two positions were budgeted that were no longer needed. Added two art teachers and 1 teachers assistant replaced at a higher hourly rate which increased the budget by \$3k.

Books and Supplies \$25,540

Textbook and other reference materials purchase not previously budgeted, which resulted in an increase of \$28K. Student food decreased by \$60K based on PY Actuals and corresponding revenue decrease. Other Food (food for events, PD, etc.) increased by \$5K based on prior year actuals

Services and Operating (-\$91,226)

Direct and Indirect CMO Fees increased \$65K due to updated calculation of CMO Fees based on ADA and updated home office budget. Audit fees increased \$4.5K based on PY actuals. Consultants increased by \$4K to cover the cost of an art program consultant that was not previously budgeted. Special Education contract instructors increased \$28K based on PY actuals.

Depreciation \$8,109

Depreciation decreased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 8

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	1,021,813	4,438,632	4,442,047	4,442,047	-	3,415
Federal Revenue	82,118	296,081	298,060	297,469	(591)	1,388
Other State Revenues	92,160	508,978	613,166	613,166	-	104,188
Local Revenues	1,452	90,229	76,430	76,430	-	(13,799)
Fundraising and Grants	1,095	20,000	20,000	20,000	-	-
Total Revenue	1,198,638	5,353,920	5,449,704	5,449,113	(591)	95,192
Expenses						
Compensation and Benefits	905,930	2,842,777	2,815,971	2,816,434	(463)	26,343
Books and Supplies	92,855	297,700	420,157	420,157	-	(122,457)
Services and Other Operating Expenditure	500,643	2,081,816	2,164,162	2,153,949	10,213	(72,133)
Depreciation	22,719	68,156	84,873	84,873	-	(16,717)
Total Expenses	1,522,147	5,290,449	5,485,163	5,475,413	9,750	(184,964)
Operating Income	(323,509)	63,471	(35,459)	(26,301)	9,159	(89,771)
Fund Balance						
Beginning Balance (Unaudited)	3,061,348	3,019,921	3,061,348	3,061,348		
Audit Adjustment	(57,173)	-	(56,481)	(57,173)		
Beginning Balance (Audited)	3,004,175	3,019,921	3,004,867	3,004,175		
Operating Income (including Depreciation)	(323,509)	63,471	(35,459)	(26,301)		
Ending Fund Balance	2,680,666	3,083,391	2,969,407	2,977,874		
Capital Outlay	77,808	84,000	84,000	84,000		
Operating Income (Less July Payroll)			85,506	94,664		
Total ADA		477.7	477.7	477.7		

Summary of Results

Forecasting a net loss of (\$26,301), a decrease of \$89,771 from the board approved budget and an increase of \$9,159 from the September forecast. Enrollment remains the same at 495, but there was a 2% reduction in FRL to 91%.

Variance Analysis

Federal Revenue \$1,388

Special Education rate decreased from \$202 per ADA to \$193 resulting in a decrease of \$741 from approved budget. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in an increase of \$2k from approved budget. Removed Title III of \$151 from the budget.

State Revenue \$104,188

One-Time Funds at \$200/ADA were not previously budgeted, resulting in an increase of \$96K. State Lottery increased \$13K, due to the rate of \$189/ADA vs. the budgeted rate of \$162/ADA.

Other Local Revenue (-\$13,799)

Uniform revenue reduced \$30K as uniforms will no longer be sold through the school. Corresponding decrease in uniform expense. Summer Program Revenue increased (\$17K) as actual revenue was higher than budgeted.

Compensation and Benefits \$26,343

Certificated payroll increased \$120K due to one-time adjustment for July payroll. This was offset by \$140K due to lower stipends than budgeted as well as two positions removed from the staff list. A classified employee was reclassified as a certificated employee, with a net change of zero to overall payroll budget, but a shift of \$56K between the budget categories. Classified payroll increased \$20K due to part-time janitor hired that was not budgeted. Health & Welfare Benefits actuals are trending higher than premium opt-in amount due to June payment not accrued. Auditors will make an adjustment FY15-16, with a corresponding decrease in 16-17 actuals. Increased the budget by \$500 for overtime, and med stipends that shouldn't have been paid.

Books and Supplies (\$122,457)

Educational software increased \$5K for Accelerated Reader and Discover Education. \$8K in Uniform Expense removed as MPS will no longer be selling uniforms for revenue. Non-capitalized equipment increased \$15K due to speakers needing replacement in classrooms. Student food increased \$100K due to updated agreement with LAUSD. Agreement has CEP Free at 69.1% and Full 30.9%. MSA-8 actual numbers based on the forms collected is 90% Free and Reduced. Regional Director and Principal are working to get the LAUSD agreement updated.

Services and Operating (-\$72,133)

Direct and Indirect CMO Fees increased \$58K due to updated calculation of CMO Fees based on ADA and updated home office budget. Audit fees increased \$6K based on PY actuals. Professional Development increased \$6K to include Edge Coaching contract for principal.

Depreciation (\$16,717)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy – Santa Ana

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	504,906	4,595,312	5,598,518	5,477,274	(121,244)	881,962
Federal Revenue	11,907	394,527	698,297	698,055	(242)	303,528
Other State Revenues	24,729	345,918	560,343	553,582	(6,761)	207,663
Local Revenues	3,494	16,505	16,838	17,235	397	731
Fundraising and Grants	17,356	22,000	22,000	22,000	-	-
Total Revenue	562,391	5,374,262	6,895,996	6,768,146	(127,850)	1,393,884
Expenses						
Compensation and Benefits	968,403	3,059,757	3,849,454	3,790,797	58,658	(731,040)
Books and Supplies	394,378	691,730	896,125	866,125	30,000	(174,395)
Services and Other Operating Expenditure	479,517	1,775,769	2,137,750	2,090,804	46,946	(315,035)
Depreciation	132,411	397,234	363,466	363,466	-	33,767
Total Expenses	1,974,709	5,924,489	7,246,796	7,111,192	135,603	(1,186,703)
Operating Income	(1,412,318)	(550,228)	(350,800)	(343,047)	7,753	207,181
Fund Balance						
Beginning Balance (Unaudited)	8,291,101	8,212,887	8,291,101	8,291,101		
Audit Adjustment	7,820	-	-	7,820		
Beginning Balance (Audited)	8,298,921	8,212,887	8,291,101	8,298,921		
Operating Income (including Depreciation)	(1,412,318)	(550,228)	(350,800)	(343,047)		
Ending Fund Balance	6,886,603	7,662,659	7,940,302	7,955,874		
Capital Outlay	-	13,389,061	77,875	77,875		
Operating Income (Less July Payroll)			(305,671)	(297,918)		
Total ADA		511.5	622.4	606.0		

Summary of Results

Forecasting a net loss of (\$343,047), an increase of \$207,181 from the board approved budget and an increase of \$7,753 from the September forecast. Enrollment increase of 115 from the approved budget to 645 students. However, there was a decrease of 17 students from the September forecast. FRL remains the same at 82%.

Variance Analysis

LCFF Revenue \$881,962

Enrollment increase led to an increase in LCFF. Revenue decreased \$121K from the September forecast due to a loss of 17 students.

Federal Revenue \$303,528

NSLP Revenue increased \$43K due to enrollment. Implementation Grant previously expected to be spent in 15-16, however, actual balance of \$261K. Remaining revenue will be recognized in 16-17 as all remaining funds were spent as of September 30, 2016. There was a reduction of \$242 from the September forecast as MSA-SA will not receive Title III immigrant funds.

Other State Revenue \$207,663

Special Education, NSLP, Mandate Cost Reimbursements, and State Lottery increased \$127K due to enrollment. \$75K added for College Readiness Grant, which will be used to cover college counselor salary. There was a reduction of \$7K from the September Forecast due to decreased enrollment

Compensation and Benefits (-\$731,040)

Certificated Payroll increased \$392,473 due to 5 additional teachers hired with the increased enrollment as well as one additional dean. Classified payroll increased 238K as an additional office manager was hired as well as additional support staff. There was a corresponding benefits increase with increased staff. In the September forecast, two employees were not receiving STRS, but it has since been updated, resulting in a 11K increase. Hourly employees were over budgeted, and there was a decrease of \$59K once updated. Currently, hourly employees are still trending low, and this may reduce further in upcoming forecasts.

Books and Supplies (-\$174,395)

Textbooks increased \$4.8K based on actual McGraw-Hill Purchase order, which was covered by PCSGP grant. Custodial supplies increased \$20K, which includes one-time purchases for the new site. Art & Music supplies increased \$10K to include instrument purchases for the music program. Office supplies increased \$12.8K based on PY and CY expenditures. Non-Capitalized equipment and classroom furniture increased 67K for one-time purchases for new building. Computers increased \$16K to meet the 1:1 student ratio. MSA-SA may purchase MSA-SC chromebooks at fair market value if they are still viable. Student food increased \$63K due to enrollment and other food increased \$3K for parent meetings.

There is a \$30K reduction in books and supplies from the September forecast due to proposed budget cuts as a result of the decreased enrollment. Other reference materials decreased \$15K, instructional materials decreased \$10K, and art and music supplies decreased \$5K.

Services and Operating (-\$315,035)

Direct and Indirect CMO Fees increased \$83K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased \$11K based on updated CharterSafe allocation. Utilities increased \$90K based on actual invoices for new school site. Rent increased \$36K for July & August Rent as well as additional charges for remaining in the building. After school program increased \$5K and district oversight fee increased \$8K due to increased LCFF. Fines & Penalties increased \$29K for the estimated property tax for the new school site. The school site was not exempt for the year as it was not placed in service until September. Interest increased \$33K for the estimated \$3.2M loan for gym construction. Professional Development based on Tuition Reimbursement and includes \$6K for Edge Coaching contract for principal. Technology services increased \$44K due to one-time tech purchases for new site and increased CoolSIS expense for higher student enrollment.

There was a reduction of \$46K from the September forecast due to proposed budget cuts because of decreased enrollment. Travel reduced by 10K, consultants reduced by \$33K, and marketing decreased \$10K. However, operations and housekeeping increased \$15K due to

moving expenses and waste management. Communications increased \$12K based on actual spending on Efax and AT&T.

Depreciation \$33,767

Depreciation decreased to match updated fixed asset schedule and calculated depreciation for the year. Estimated depreciation on new school building, and may change.

MSA-SA 2-Year Projection

MSA-SA is in a growth year and incurring approximately \$264K in one-time expenditures. Also, MSA-SA is projected to grow in enrollment in the next two years.

	2017/18	2018/19
	Preliminary Budget - MSA-SA	Preliminary Budget - MSA-SA
SUMMARY		
Revenue		
LCFF Entitlement	7,812,518	8,323,940
Federal Revenue	610,924	653,760
Other State Revenues	540,826	663,512
Local Revenues	21,375	21,416
Fundraising and Grants	22,660	23,340
Total Revenue	9,008,303	9,685,968
Expenses		
Compensation and Benefits	4,540,266	5,246,054
Books and Supplies	879,453	895,456
Services and Other Operating Expenditures	2,436,746	2,460,918
Depreciation	538,822	516,859
Total Expenses	8,395,287	9,119,287
Operating Income	613,016	566,681
Fund Balance		
Beginning Balance (Unaudited)	7,955,874	8,568,891
Audit Adjustment	-	-
Beginning Balance (Audited)	7,955,874	8,568,891
Operating Income (including Depreciation)	613,016	566,681
Ending Fund Balance	8,568,891	9,135,572
Ending Fund Balance as a % of Expenses	102%	100%
Capital Outlay	-	-
Total Enrolled	811	838

Magnolia Science Academy – San Diego

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	797,327	3,365,610	3,065,431	3,065,431	-	(300,179)
Federal Revenue	6,703	133,928	140,141	139,972	(169)	6,044
Other State Revenues	61,525	301,331	374,633	380,036	5,403	78,704
Local Revenues	50,032	55,036	88,597	88,597	-	33,561
Fundraising and Grants	17,025	20,000	20,000	20,000	-	-
Total Revenue	932,612	3,875,905	3,688,802	3,694,036	5,234	(181,869)
Expenses						
Compensation and Benefits	682,191	2,155,725	2,242,191	2,253,786	(11,595)	(98,061)
Books and Supplies	47,242	163,559	179,076	179,076	-	(15,517)
Services and Other Operating Expenditure	348,168	1,325,125	1,198,019	1,199,279	(1,260)	125,846
Depreciation	14,873	44,619	39,460	39,460	-	5,159
Total Expenses	1,092,474	3,689,029	3,658,747	3,671,602	(12,855)	17,427
Operating Income	(159,863)	186,876	30,055	22,434	(7,621)	(164,442)
Fund Balance						
Beginning Balance (Unaudited)	1,173,620	1,053,661	1,173,620	1,173,620		
Audit Adjustment	961	-	-	961		
Beginning Balance (Audited)	1,174,581	1,053,661	1,173,620	1,174,581		
Operating Income (including Depreciation)	(159,863)	186,876	30,055	22,434		
Ending Fund Balance	1,014,719	1,240,537	1,203,676	1,197,015		
Capital Outlay						
	-	-	-	-		
Operating Income (Less July Payroll)			129,989	122,368		
Total ADA		453.6	413.0	413.0		

Summary of Results

Forecasting a net income of \$22,434, a reduction of \$164,442 from the board approved budget and a decrease of \$7,621 from the September forecast. Enrollment decreased by 42 from the approved budget to 428 students. FRL remains at 15%.

Variance Analysis

LCFF Revenue \$300,179

Enrollment decrease led to a decrease in LCFF

Other State Revenue \$78,704

Special Education revenue reduced \$13K with decreased enrollment. One-time funding increased \$83K at 200/PY ADA. State revenue increased by \$5K from the previous forecast due to PY state revenue not accrued.

Other Local Revenue \$33,561

Summer Program Revenue increased \$10K based on actual revenue. Other local revenue increased \$23K from school sales and \$10K from the Microsoft Refund.

Compensation and Benefits (-\$98,061)

Certificated payroll increased \$100K due to one-time July payroll adjustment, however, full-time Special Ed Teachers were removed and replaced with support staff. Classified Payroll increased with the addition of a school psychologist, with a corresponding decrease in Special Ed contract instructors. H&W benefits increased \$22K as benefits are now being tracked on a per employee basis rather than an average cost. Accounts for employees opting in or moving to the family plan. There was an increase of \$12K from the September forecast as hourly employees were updated based on actual and an additional employee is now enrolled in STRS.

Books and Supplies (-\$15,517)

Textbooks increased \$8K based on CY actuals. Custodial supplies decreased \$3K based on PY actuals. Uniform expenses increased \$13K based on CY actuals, but will not be sold based on new MPS policy. Non-capitalized equipment reduced by \$2.2K.

Services and Operating \$125,846

Direct CMO Fee reduced \$34K due to lower enrollment and maxed at 11% LCFF. Rent reduced \$25K based on actual lease agreement and repairs & maintenance reduced \$20K based on CY spending. Consultants decreased \$40K as school is no longer hiring a contracted counselor. Prior year expenses not accrued increased \$8K due to district oversight, SubReady, Ricoh, Mission Janitorial, Hess & Associates, and teacher reimbursements. SpEd contractors decreased \$15K based on PY actuals and less amount paid out for psych services now that school psychologist is on staff. Substitutes reduced \$6K based on PY actuals.

MERF

	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)
SUMMARY						
Revenue						
Local Revenues	2,012,012	6,242,850	6,573,863	6,509,467	(64,396)	266,617
Fundraising and Grants	3,000	150,000	150,000	150,000	-	-
Total Revenue	2,015,012	6,392,850	6,723,863	6,659,467	(64,396)	266,617
Expenses						
Compensation and Benefits	1,271,030	3,467,487	3,799,884	3,720,949	78,935	(253,462)
Books and Supplies	20,453	75,821	82,620	82,620	-	(6,799)
Services and Other Operating Expenditure	923,746	2,537,455	2,776,427	2,790,966	(14,539)	(253,511)
Depreciation	2,556	7,666	1,440	1,440	-	6,226
Total Expenses	2,217,784	6,088,429	6,660,372	6,595,975	64,396	(507,547)
Operating Income	(202,773)	304,421	63,491	63,491	0	(240,930)
Fund Balance						
Beginning Balance (Unaudited)	(285,175)	(285,175)	(285,175)	(285,175)		
Audit Adjustment	315,263	315,263	315,263	315,263		
Beginning Balance (Audited)	30,088	30,088	30,088	30,088		
Operating Income	(202,773)	304,421	63,491	63,491		
Ending Fund Balance	(172,685)	334,509	93,579	93,579		

Summary of Results

Forecasting a net income of \$63,491, a reduction of \$240,930 from the board approved budget and no change from the September forecast.

Variance Analysis

Other Local Revenue \$266,617

Other Local revenue increased \$25K due to refunds and return of security deposit that was not on the Balance Sheet. CMO Fee (Indirect): Increase of \$265K based on increased expenses, which are discussed further below. CMO Fee (Shared Staff): Increased \$41K based on actual contracted salaries and H&W benefits, which were higher than original budgeted. The CMO revenue decrease \$64K from the September forecast due to budget cuts. See page 32 for CMO Fee analysis.

Compensation and Benefits (-\$253,462)

Increased \$23K due to accrued PTO not budgeted, which is paid at the end of each fiscal year. Accrued Vacation previously not booked to the balance sheet, but accrued liability is \$72K as of September, which has been added to the forecast on a per employee basis. Increased \$67K due to two employees who were expected to leave prior to July 2016, but actually left in August/September, and their payroll and vacation payouts were not budgeted. Severance for two employees was not budgeted, increase of \$71K. STRS and PERS is now offered to all home office employees, with a corresponding increase of \$60K. Health & Welfare increased \$54K as it is based on a per employee basis with more employees opting-in as well as enrolling in the family plan. Compensation and benefits decreased \$79K from the September forecast as \$45K

in potential severance was removed from the budget, and the position for the controller and the purchasing associated will now not be hired until February instead of December.

Books and Supplies (-\$6,799)

Educational software removed from budget, resulting in a reduction of \$19K. Office supplies increased \$10K based on PY actuals. Computers increased \$5K based on CY spending and updated IT budget. Other Food increased \$11K based on PY and CY actuals.

Services and Operating (-\$253,511)

Travel and conferences decreased \$34K due to less travel expected up north and a decrease in departmental travel budgets. Audit fees increased \$18K based on VTD PY actuals. Consultants increased \$44K based on increased parent outreach and based on actual contracts. Legal fees increased \$85K based on PY actuals as well as expected increase in legal fees with renewals. Licenses and other fees increased \$3K for use tax, which is paid by MERF. Professional development increased \$5K based on projected department needs as well as STEAM expo. Tuition Reimbursement increased \$53K based on actual participation. Staff recruiting increased \$21K for Department of Justice, fingerprinting and recruiting events. This was budgeted under 5822, but was moved to a new object code. Technology services and communications each increased by \$18K based on updated IT budget. Expenses increased \$15K from the September forecast as a result of prior year expenses that were not accrued for, included CoolSIS, Cannon, reimbursements and First Student. Actuals are trending higher than the forecast as two invoices (VTD and CharterSafe) for \$54K will be included in the audit adjustments.

CMO Fee Analysis

CMO Fee (Indirect Costs)

The CMO fees are calculated by redistributing total home office expenses to school sites based on a tier factor driven by Average Daily Attendance (ADA). The home office allocation expense takes into account that MSA-SD is capped at 11% LCFF, as well as the capping of those schools that have reached a minimum threshold of reserves in order to mitigate financial burden. The expenses to be allocated are calculated as follows:

$$\text{Home Office Expense Allocation} = \text{Allowable Expenses} - \text{Fundraising \& Other Revenue} - \text{Direct CMO Fee} + 5\% \text{ Reserve}$$

For the 16-17 budget, the 5% reserve was waived due to audit and renewal related expenses, as well as unanticipated severance expenses.

Direct CMO Fee (Shared Staff)

Four home office employees fill in the gaps at school sites and are charged a separate fee to account for these costs:

Employee	Title	% Salary Allocated	Funded by Revenue	Sites Responsible
Suat Acar	Regional Director	90%	Unrestricted	LAUSD Sites
Erdinc Acar	Regional Director	50%	Unrestricted	MSA-SA & MSA-SD
Kelly Hourigan	COO	15%	Special Ed.	All Sites
Victoria Marzouk	Director of Special Programs	100%	Special Ed.	All Sites

CMO Fees: As a % of Revenue

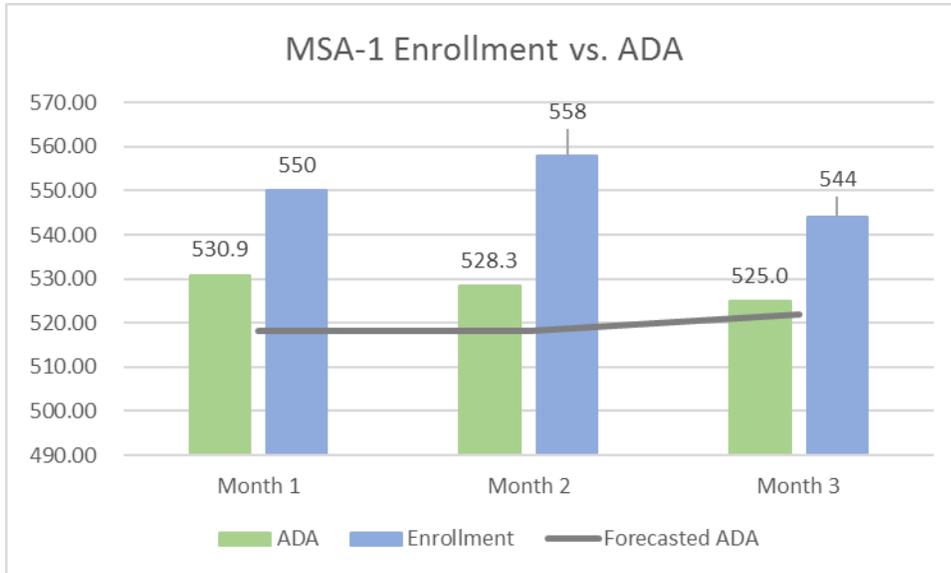
	% LCFF	% Total Revenue*
CMO Fee	17.84%	13.76%
CMO + Shared Staff Fee	18.76%	14.47%

*Total revenue excludes facility grants awarded to MSA-1 and MSA-7

ADA Analysis

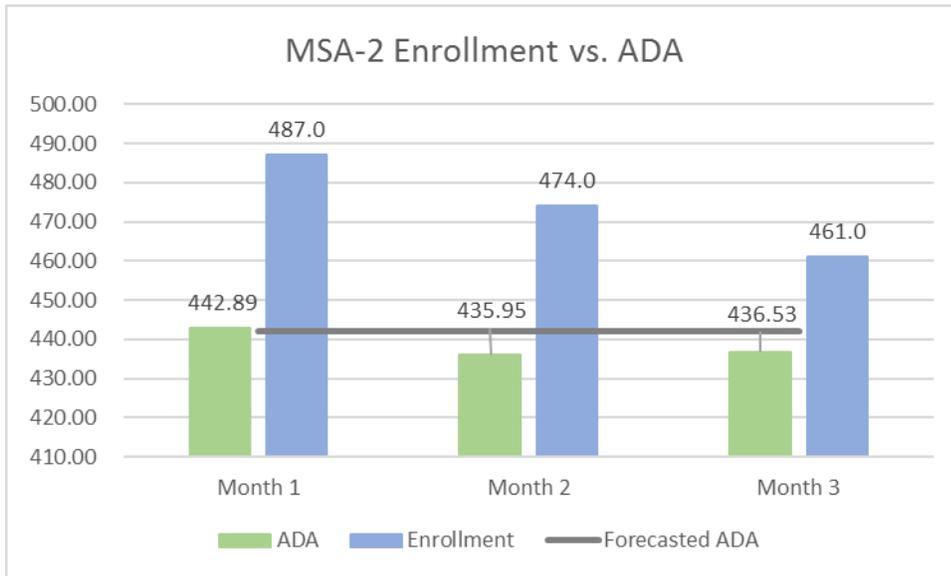
ADA drives revenue and decreases in enrollment or attendance can negatively affect the forecast. Below is a summary of sites and how their current ADA compares to the forecast. Since ADA is variable, with decreases usually seen during the holiday months, the forecast is only updated with material changes and when the P-1 is certified.

MSA-1



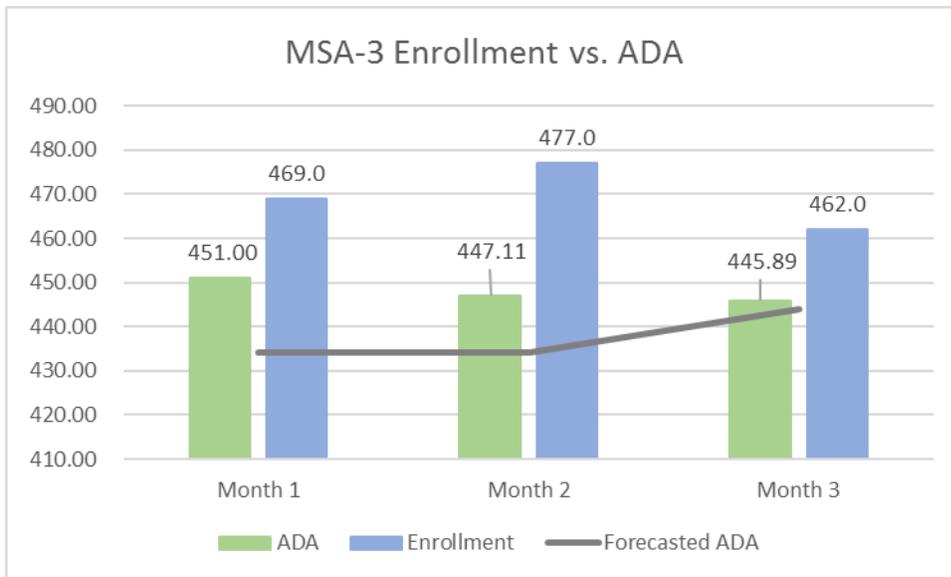
MSA-1 has an actual cumulative ADA of 528.02, a 5.95 increase more than the current forecast.

MSA-2



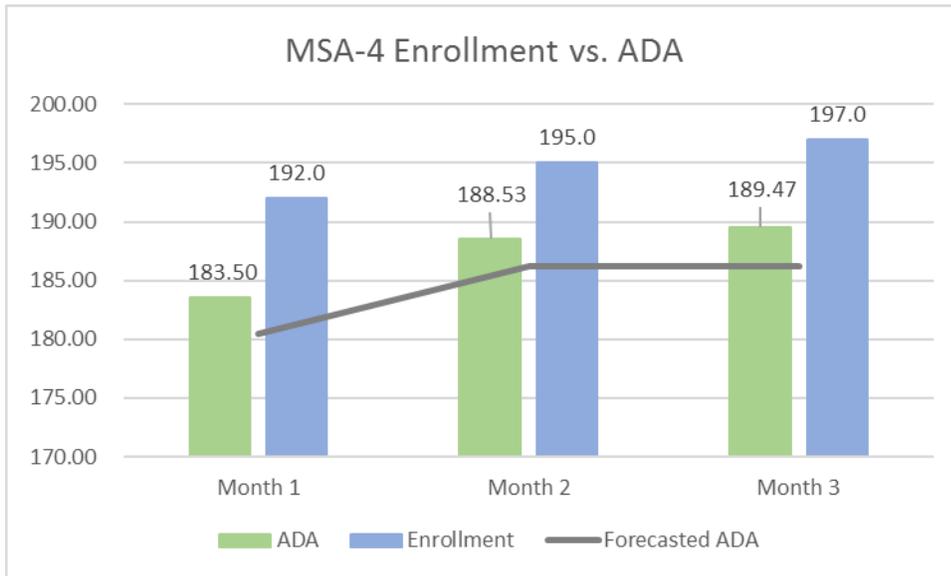
MSA-2 has an actual cumulative ADA of 441.97, a 3.60 decrease from the current forecast

MSA-3



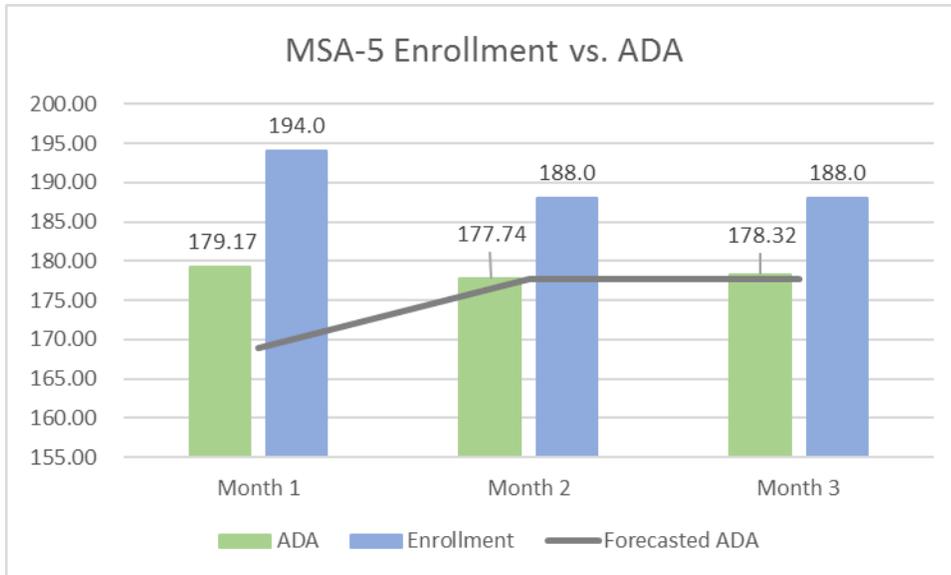
MSA-3 has an actual cumulative ADA of 447.95, a 4.05 increase from the current forecast.

MSA-4



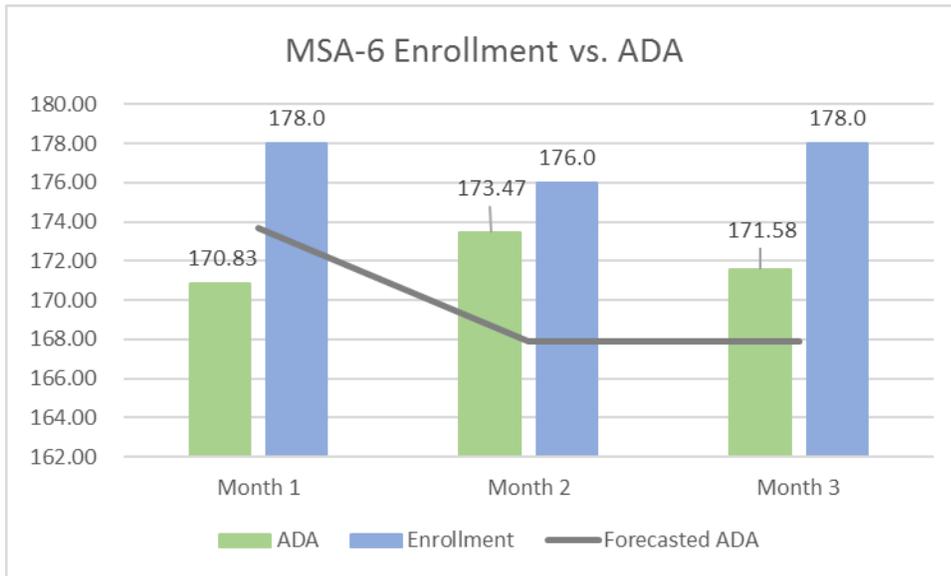
MSA-4 has an actual cumulative ADA of 186.23, a 0.99 increase from the current forecast

MSA-5



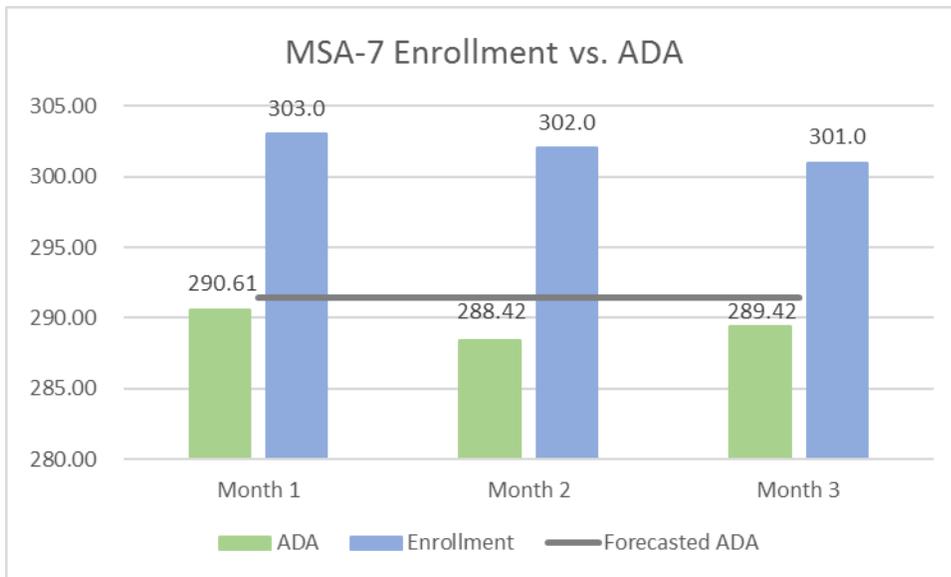
MSA-5 has an actual cumulative ADA of 178.39, an increase of 0.74 from the current forecast.

MSA-6



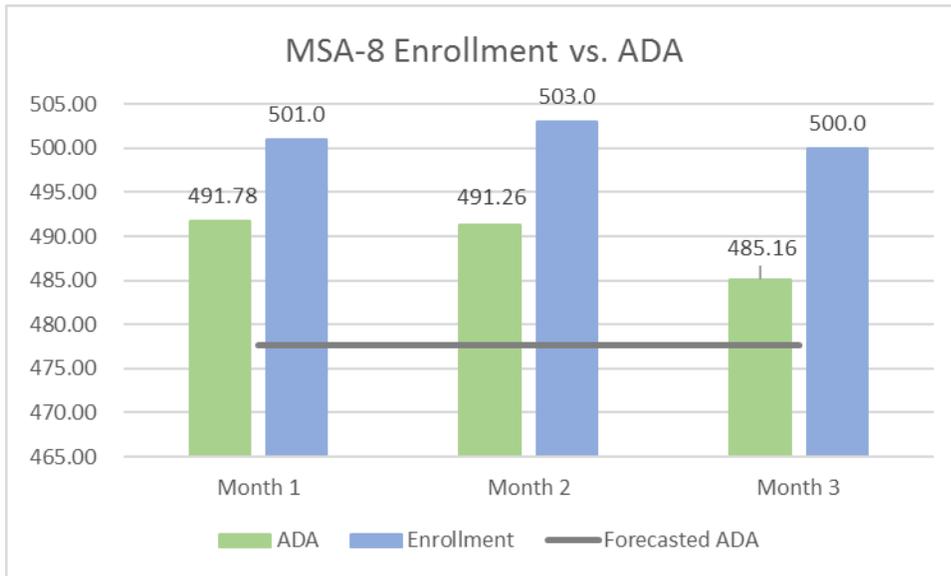
MSA-6 has an actual cumulative ADA of 171.98, a 4.07 increase from the current forecast.

MSA-7



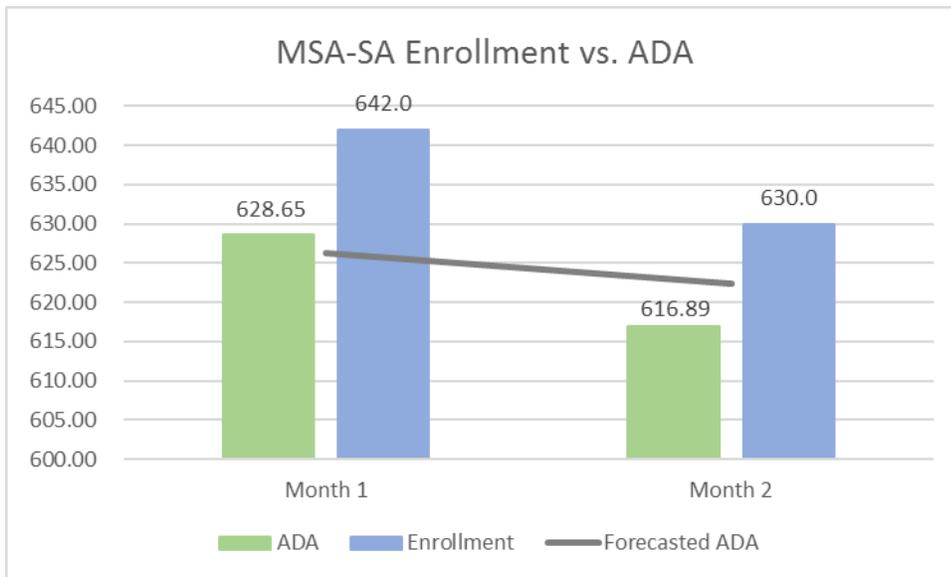
MSA-7 has an actual cumulative ADA of 289.46, a decrease of 1.97 from the current forecast.

MSA-8



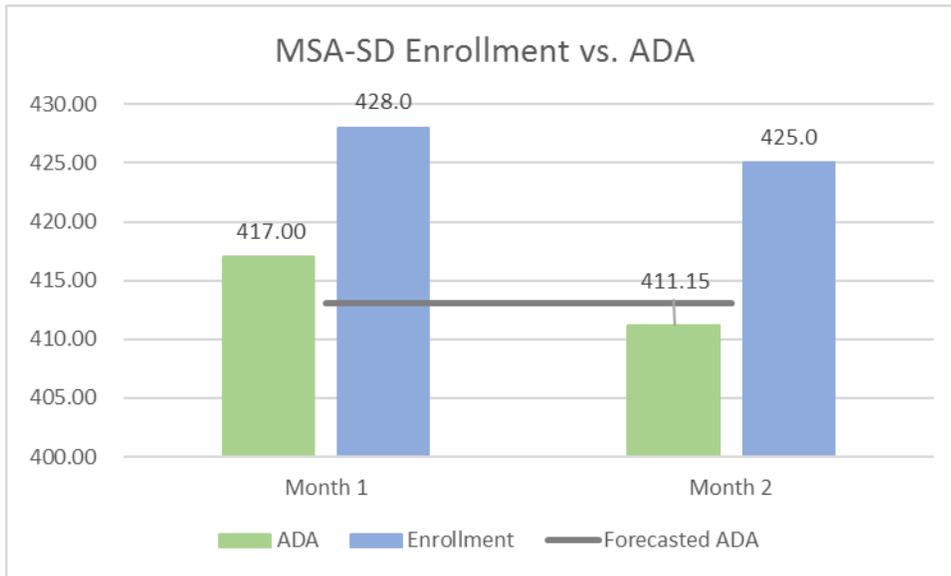
MSA-8 has an actual cumulative ADA of 489.36, an increase of 11.68 from the current forecast.

MSA-SA



Month 3 was not available for MSA-SA, but enrollment has decreased to 628. As of month 2, actual cumulative ADA was 622.92, a decrease of 0.50 from the current forecast.

MSA-SD

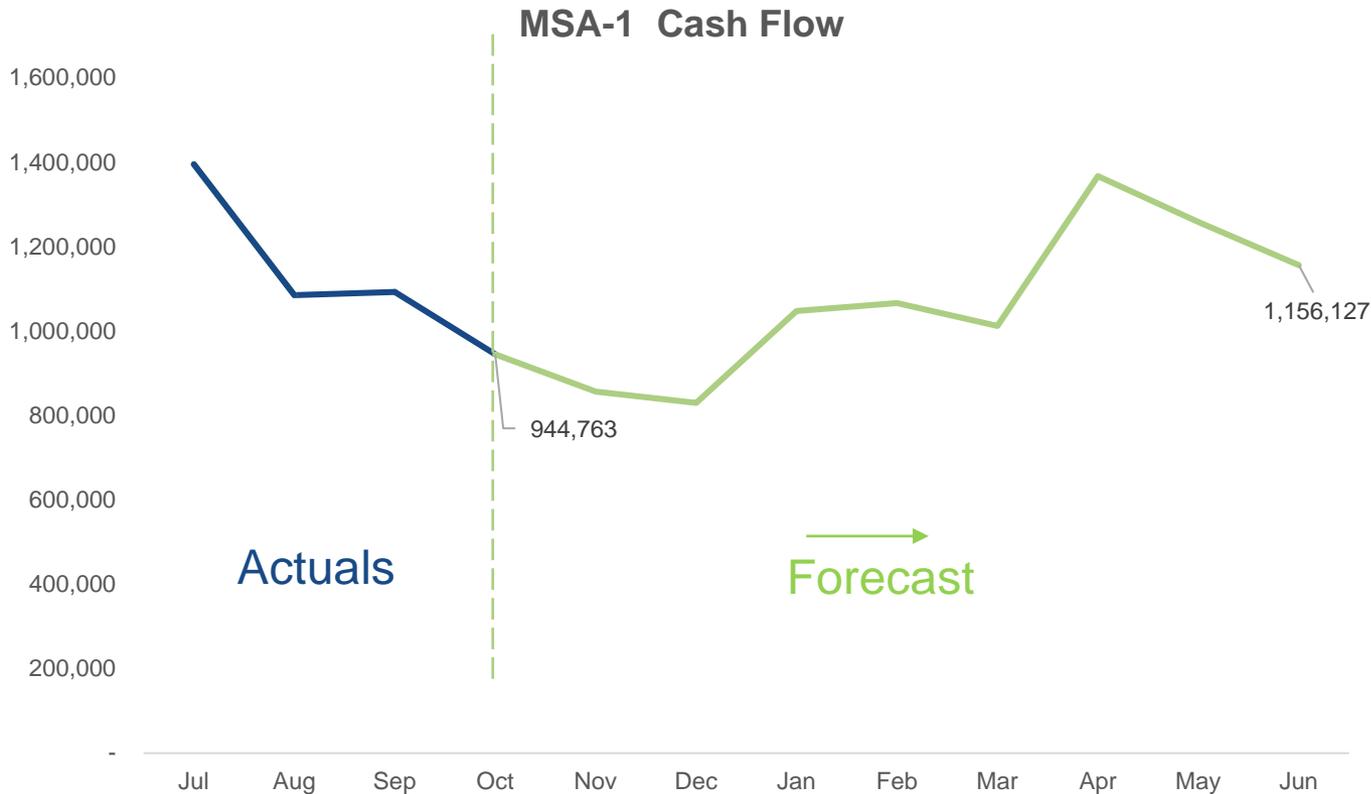


Month 3 was not available for MSA-SD. As of month 2, actual cumulative ADA was 413.92, an increase of 0.90 from the current forecast.

Exhibits

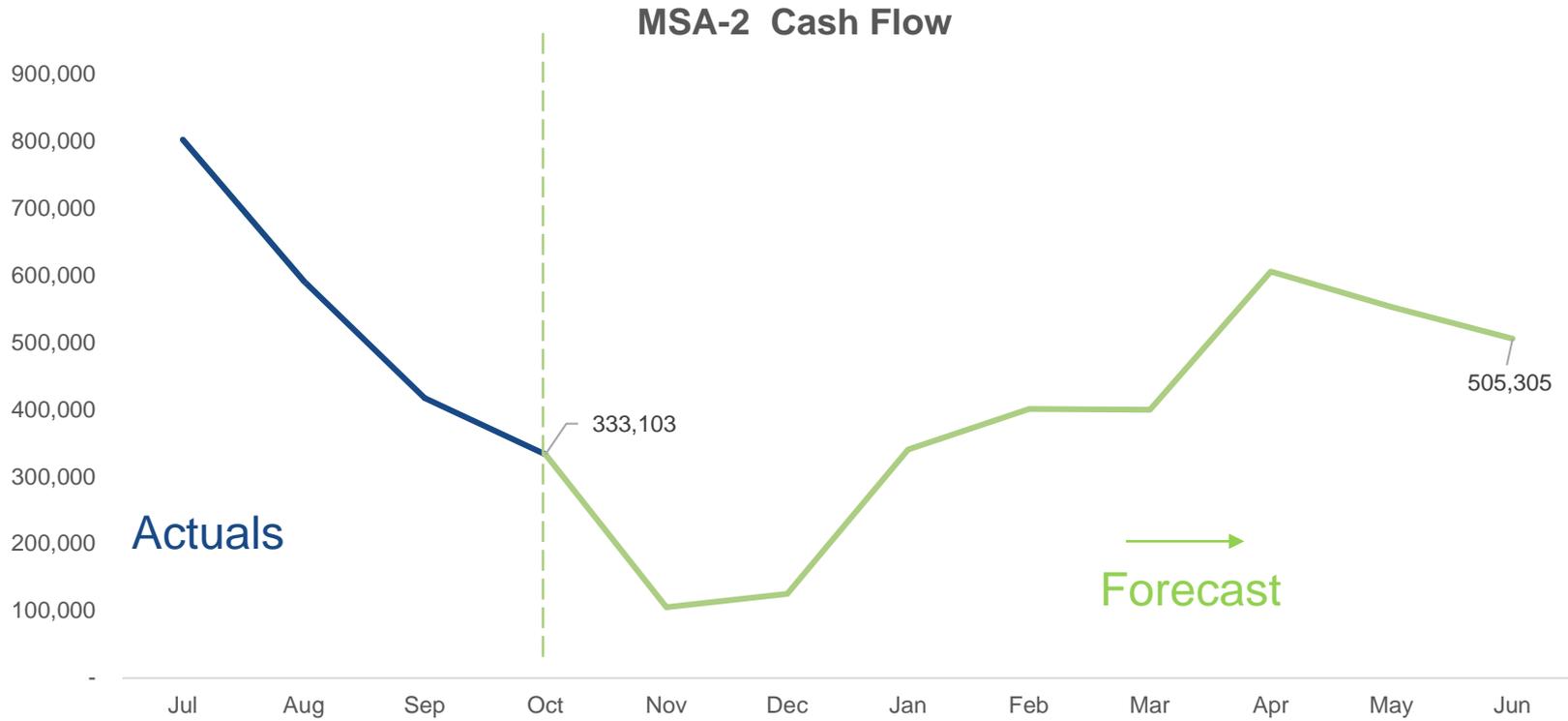
MSA-1 Cash Flow Forecast

Ending cash balance as of 10/31 was \$944,763, and forecasted ending cash balance at 6/30 is \$1,156,127



MSA-2 Cash Flow Forecast

Ending cash balance as of 10/31 was \$333,103, and forecasted ending cash balance at 6/30 is \$505,305



MSA-3 Cash Flow Forecast

Ending cash balance as of 10/31 was **\$(3,925)**, and forecasted ending cash balance at 6/30 is **\$298,039**



MSA-3 Cash Flow



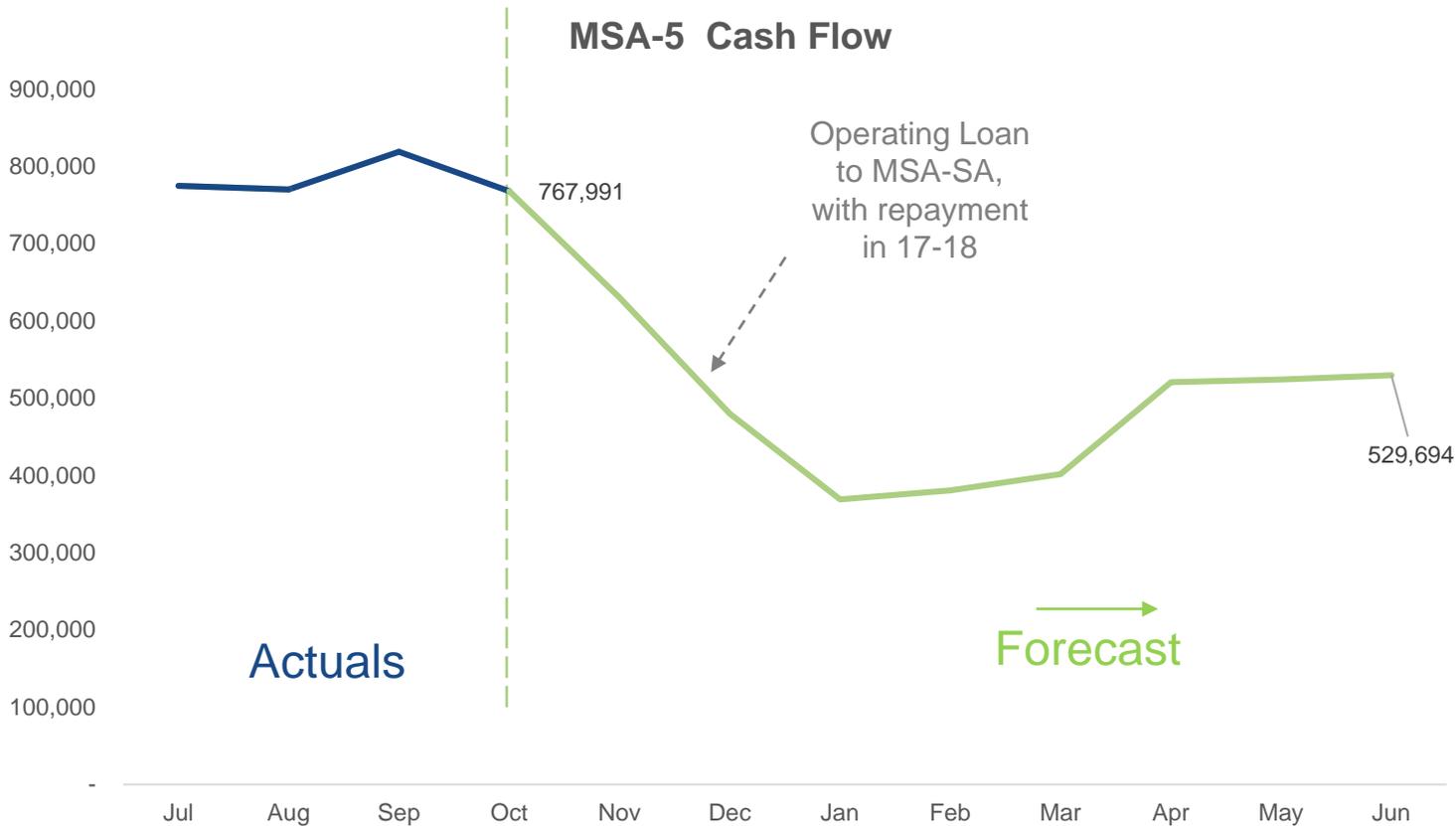
MSA-4 Cash Flow Forecast

Ending cash balance as of 10/31 was \$450,096, and forecasted ending cash balance as of 6/30 is \$496,984



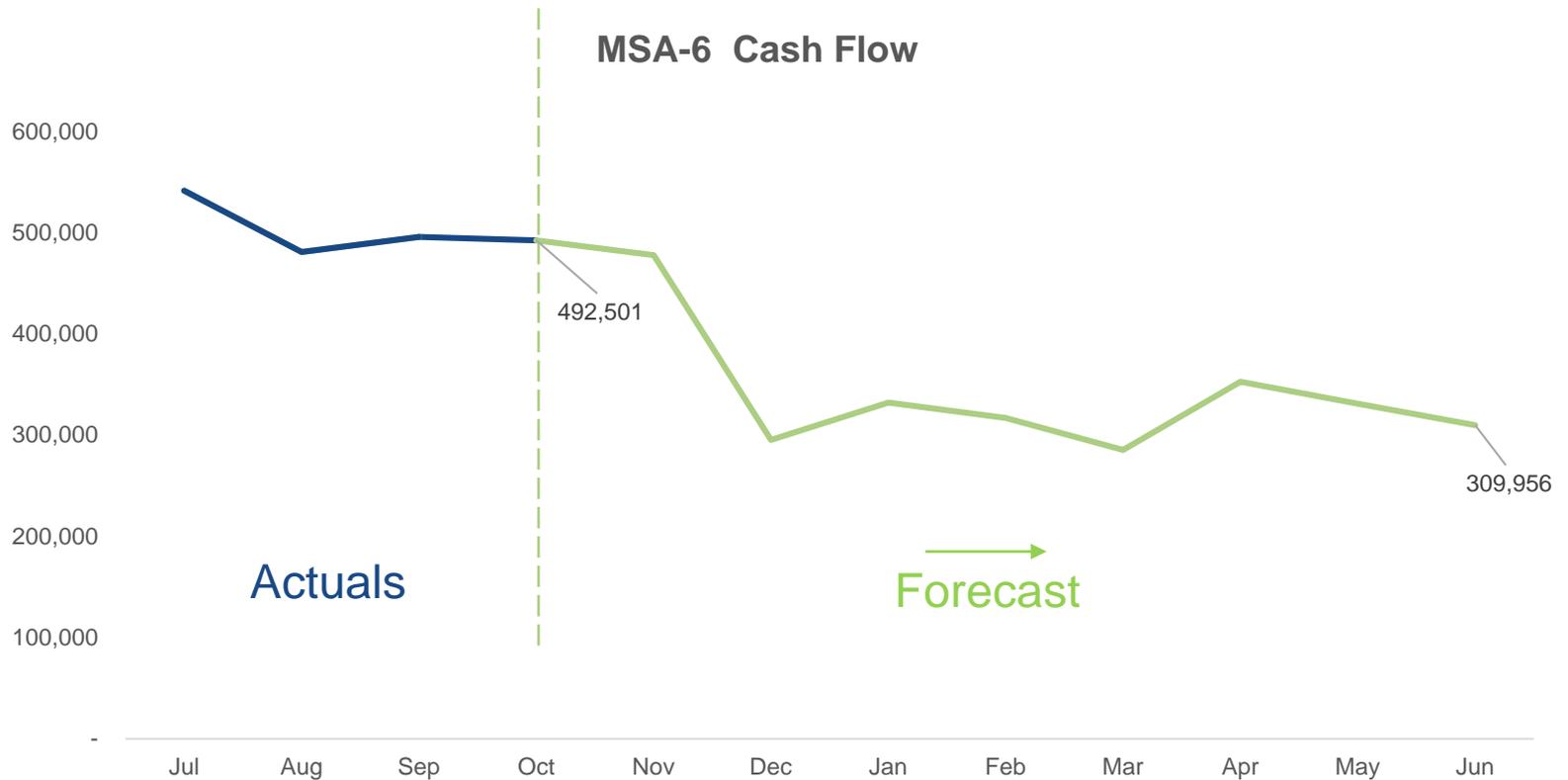
MSA-5 Cash Flow Forecast

Ending cash balance as of 10/31 was \$767,991, and forecasted ending cash balance as of 6/30 is \$529,694



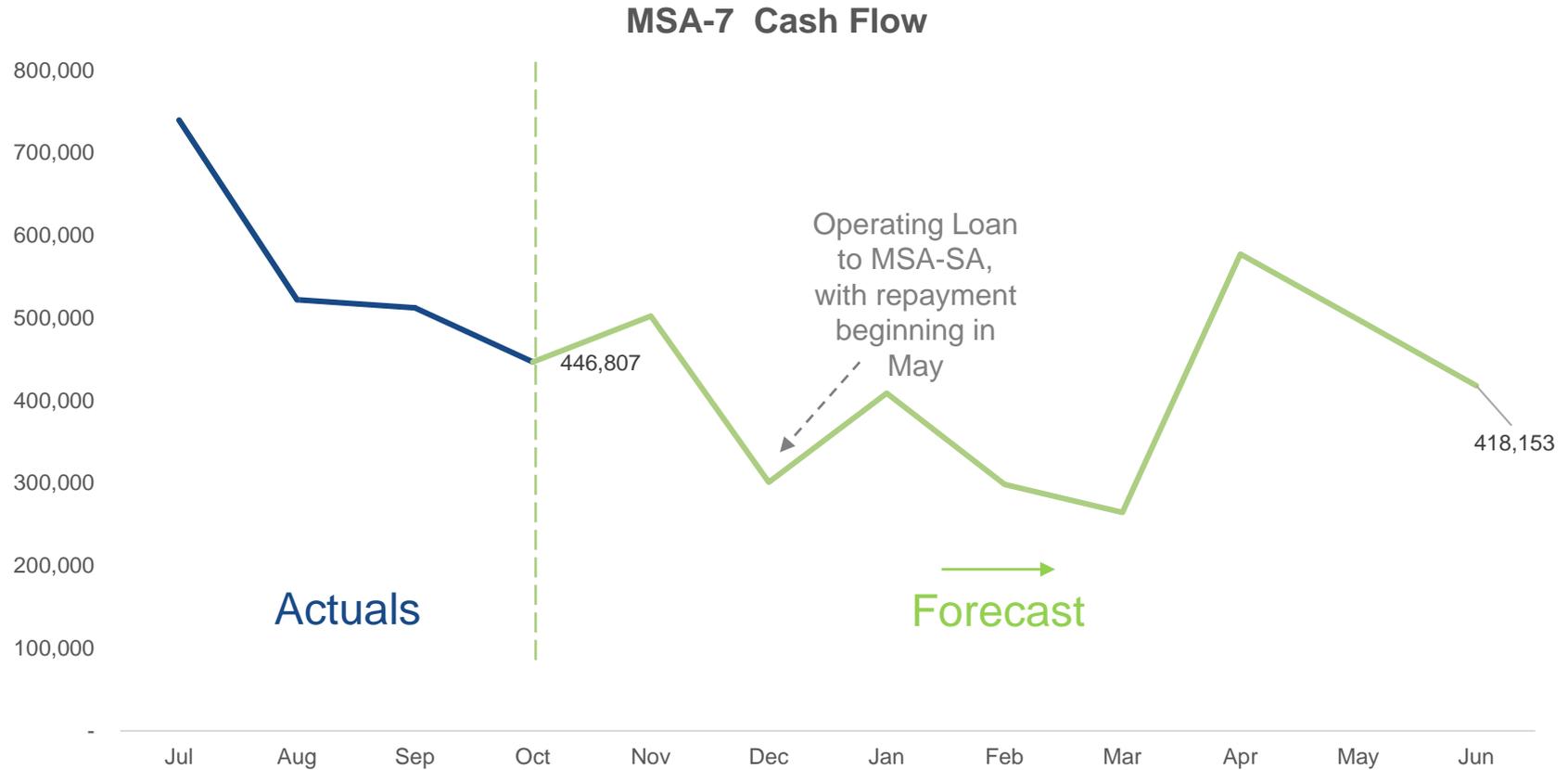
MSA-6 Cash Flow Forecast

Ending cash balance as of 10/31 was \$492,501, and forecasted ending cash balance as of 6/30 is \$309,956



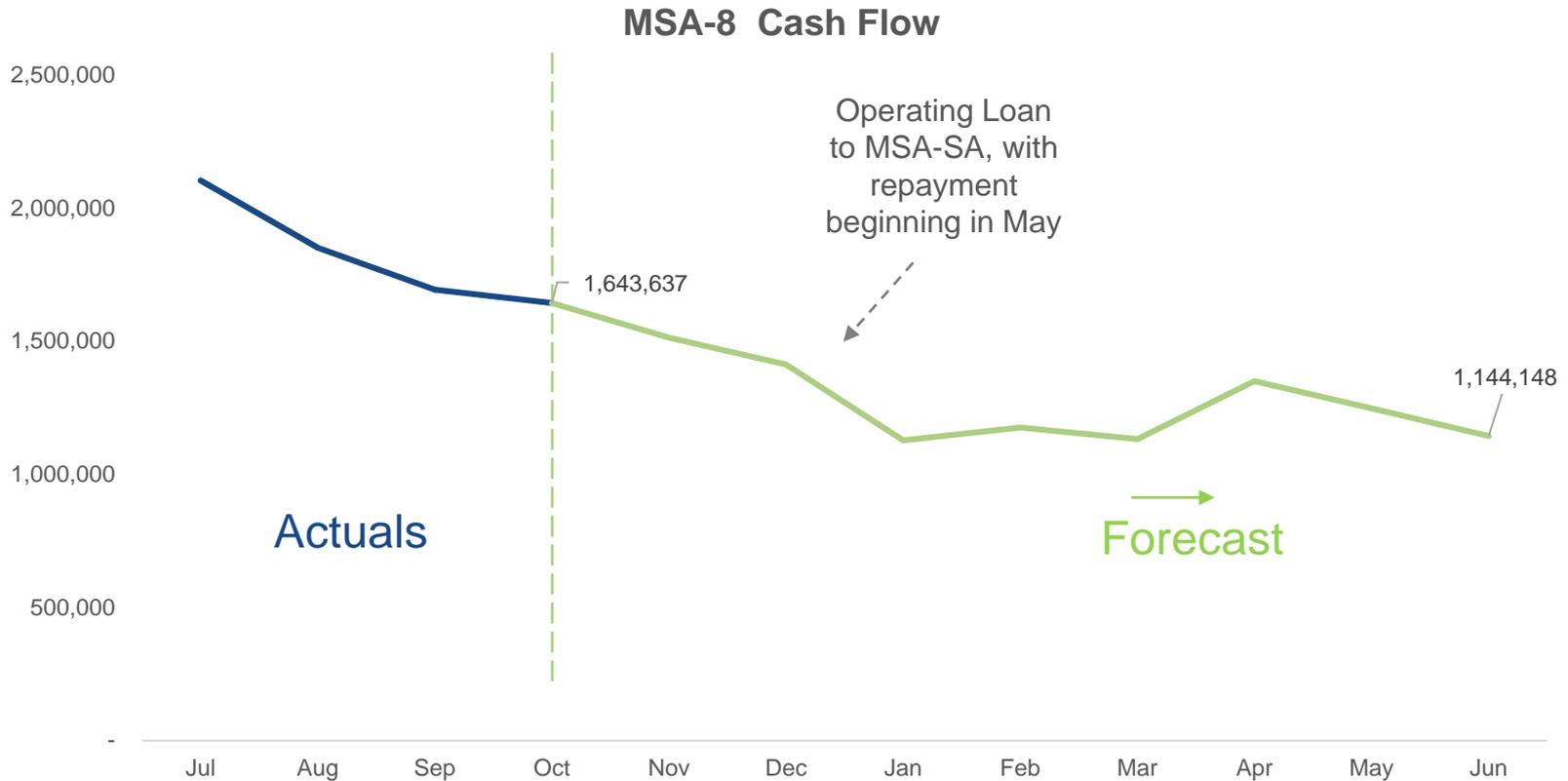
MSA-7 Cash Flow Forecast

Ending cash balance as of 10/31 was \$446,807, and forecasted ending cash balance as of 6/30 is \$418,153



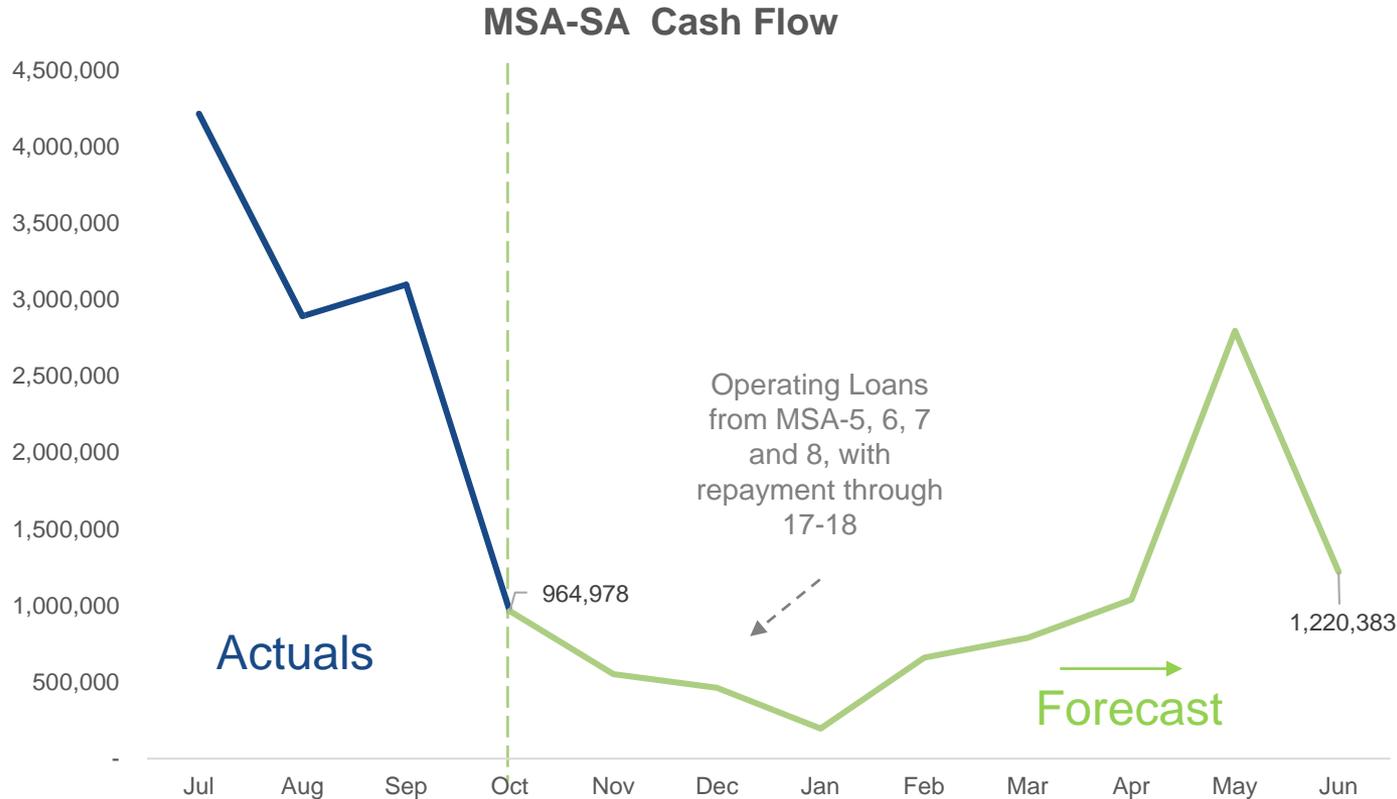
MSA-8 Cash Flow Forecast

Ending cash balance as of 10/31 was \$1,643,637, and forecasted ending cash balance as of 6/30 is \$1,144,148



MSA-SA Cash Flow Forecast

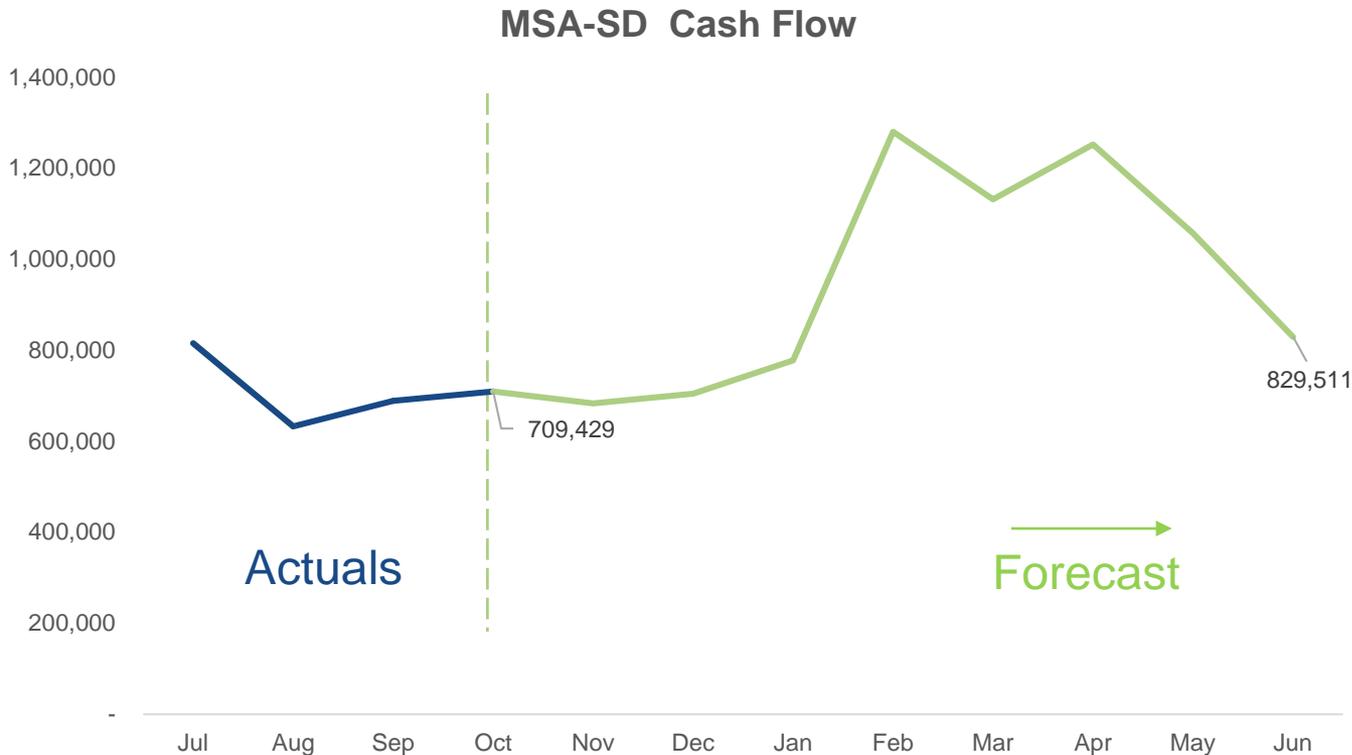
Ending cash balance as of 10/31 was \$964,978, and forecasted ending cash balance as of 6/30 is \$1,220,383



Operating cash balance at 10/31 is \$415,016

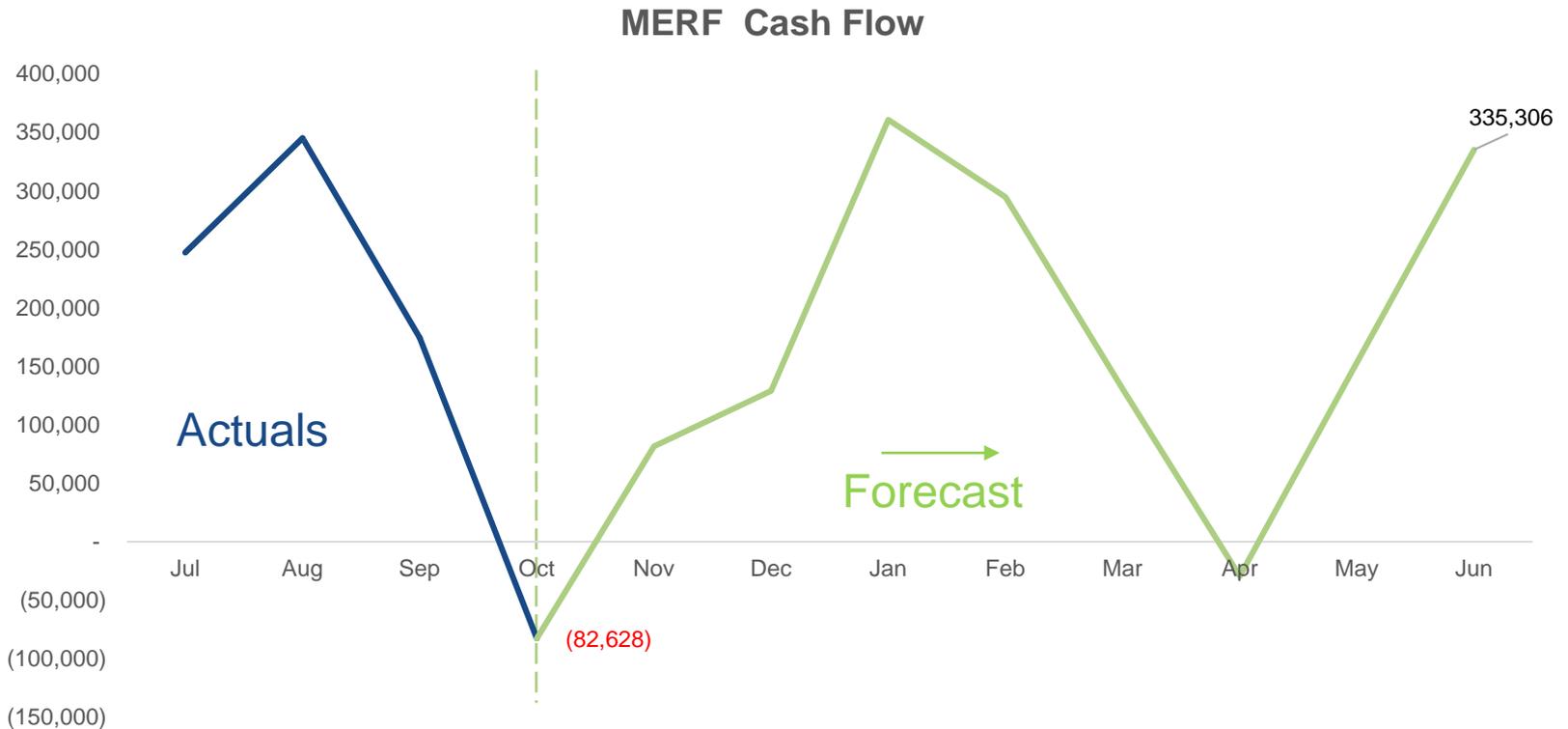
MSA-SD Cash Flow Forecast

Ending cash balance as of 10/31 was \$709,429, and forecasted ending cash balance as of 6/30 is \$829,511



MERF Cash Flow Forecast

Ending cash balance as of 10/31 was **(\$82,628)**, and forecasted ending cash balance as of 6/30 is **\$335,306**



As of 10/31, sites have paid CMO Fees through February to manage cash flow at MERF

Balance Sheet

Total Assets as of 10/31 was \$35.5M



	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF	Total
10/31/2016													
Assets													
Cash Balances	\$ 944,763	\$ 333,103	\$ (3,925)	\$ 450,096	\$ 767,991	\$ 492,501	\$ 446,807	\$ 1,643,637	\$ 964,978	\$ (308)	\$ 709,429	\$ (82,628)	\$ 6,666,443
Accounts Receivable	48,734	291	15,762	8,888	8,019	60,061	87,730	9,469	81,686	179,161	19,443	98,615	\$ 617,859
Prepays Deposits	39,035	-	-	-	-	-	4,000	-	46,690	56,590	25,000	16,000	\$ 187,315
Fixed Assets, Net	3,652,232	172,682	77,544	61,072	1,178	64,277	23,793	117,977	16,854,068	135,351	326,459	16,607	\$ 21,503,239
Intercompany Receivable	585,798	208,504	442,091	203,595	230,464	300,000	315,054	885,129	12,640	33,781	134,430	3,259,395	\$ 6,610,879
Total Assets	\$ 5,270,563	\$ 714,580	\$ 531,472	\$ 723,650	\$ 1,007,652	\$ 916,839	\$ 877,383	\$ 2,656,211	\$17,960,061	\$404,575	\$1,214,761	\$ 3,307,989	\$ 35,585,736
Liabilities & Equity													
AP & Accrued Expenses	\$ 6,766	\$ 49,465	\$ (36,572)	\$ 8,173	\$ 2,811	\$ 8,215	\$ 123,831	\$ 45,410	\$ 255,105	\$378,472	\$ 43,558	\$ 172,243	\$ 1,057,476
Deferred Revenue	-	-	-	-	-	-	-	-	61,355	-	-	-	\$ 61,355
Intercompany Balances Payable	54,938	10,628	106,222	133,690	11,119	81,032	126,450	7,251	2,016,164	747,095	5,639	3,310,651	\$ 6,610,879
Loans and other payables	2,800,000	20,840	-	-	-	-	-	-	8,748,654	35,646	151,806	(13,716)	\$ 11,743,229
Temporarily Restricted	58,876	54,436	54,341	52,408	53,216	51,109	52,741	57,367	51,190	51,854	51,160	-	\$ 588,698
Beginning Net Assets - Unaudited	3,102,254	1,086,106	922,436	609,817	1,042,945	906,974	900,188	2,947,500	8,239,911	(782,643)	1,122,460	41,584	\$ 20,139,532
Net Income (Loss) to Date	(752,271)	(506,896)	(514,955)	(80,437)	(102,438)	(130,491)	(325,827)	(401,317)	(1,412,318)	(25,848)	(159,863)	(202,773)	\$ (4,615,433)
Total Liabilities & Equity	\$ 5,270,563	\$ 714,580	\$ 531,472	\$ 723,650	\$ 1,007,652	\$ 916,839	\$ 877,383	\$ 2,656,211	\$17,960,061	\$404,575	\$1,214,761	\$ 3,307,989	\$ 35,585,736

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget					
	Actual		September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget						
SUMMARY								
Revenue								
LCFF Entitlement	1,191,895	5,251,881	5,311,771	5,311,771	-	59,890	4,119,876	22%
Federal Revenue	90,421	695,788	1,196,325	1,197,994	1,669	502,206	1,107,573	8%
Other State Revenues	105,129	898,245	1,150,509	1,150,509	-	252,264	1,045,380	9%
Local Revenues	31,644	60,107	91,628	91,628	-	31,521	59,984	35%
Fundraising and Grants	33,966	56,000	66,475	66,475	-	10,475	32,509	51%
Total Revenue	1,453,054	6,962,021	7,816,707	7,818,376	1,669	856,355	6,365,322	19%
Expenses								
Compensation and Benefits	1,154,607	3,362,064	3,789,975	3,789,975	-	(427,911)	2,635,367	30%
Books and Supplies	190,604	539,025	644,264	644,264	-	(105,239)	453,660	30%
Services and Other Operating Expenditures	772,195	2,727,983	2,864,368	2,856,771	7,596	(128,789)	2,084,577	27%
Depreciation	60,588	181,768	146,166	146,166	-	35,602	85,578	41%
Total Expenses	2,177,994	6,810,840	7,444,772	7,437,176	7,596	(626,336)	5,259,182	29%
Operating Income	(724,940)	151,181	371,934	381,200	9,266	230,019	1,106,139	-190%
Fund Balance								
Beginning Balance (Unaudited)	3,197,834	3,197,834	3,197,834	3,197,834				100%
Audit Adjustment	(37,421)	-	(36,704)	(37,421)				100%
Beginning Balance (Audited)	3,160,413	3,197,834	3,161,130	3,160,413				100%
Operating Income (including Depreciation)	(724,940)	151,181	371,934	381,200				-190%
Ending Fund Balance	2,435,473	3,349,015	3,533,064	3,541,613				69%
Capital Outlay	27,331	100,000	540,000	540,000				0
Operating Income (Less July Payroll)								
Total ADA		518.2	522.1	522.1				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Variance		
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	667,868	3,526,381	3,555,868	3,555,868	-	29,487	2,888,000	19%
8012	Education Protection Account Entitlement	182,830	741,455	746,978	746,978	-	5,523	564,148	24%
8019	State Aid - Prior Years	504	-	504	504	-	504	-	100%
8096	Charter Schools in Lieu of Property Taxes	340,693	984,045	1,008,421	1,008,421	-	24,376	667,728	34%
SUBTOTAL - LCFF Entitlement		1,191,895	5,251,881	5,311,771	5,311,771	-	59,890	4,119,876	22%
8100 Federal Revenue									
8181	Special Education - Entitlement	34,015	104,677	103,560	103,560	-	(1,117)	69,546	33%
8220	Child Nutrition Programs	-	264,295	270,521	270,521	-	6,226	270,521	0%
8291	Title I	52,105	207,826	208,420	208,420	-	594	156,315	25%
8292	Title II	-	8,236	8,236	8,236	-	0	8,236	0%
8293	Title III	-	46,254	41,087	41,087	-	(5,167)	41,087	0%
8296	Other Federal Revenue	2,632	64,500	564,500	564,500	-	500,000	561,868	0%
8297	PY Federal - Not Accrued	1,669	-	-	1,669	1,669	1,669	-	100%
SUBTOTAL - Federal Income		90,421	695,788	1,196,325	1,197,994	1,669	502,206	1,107,573	8%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	5,807	-	-	-	-	-	(5,807)	
8381	Special Education - Entitlement (State)	99,322	294,859	292,124	292,124	-	(2,735)	192,802	34%
8382	Special Education Reimbursement (State)	-	-	-	-	-	-	-	
8520	Child Nutrition - State	-	22,591	23,543	23,543	-	952	23,543	0%
8545	School Facilities Apportionments	-	332,166	389,070	389,070	-	56,904	389,070	0%
8550	Mandated Cost Reimbursements	-	14,680	122,101	122,101	-	107,421	122,101	0%
8560	State Lottery Revenue	-	83,949	98,670	98,670	-	14,721	98,670	0%
8590	All Other State Revenue	-	-	75,000	75,000	-	75,000	75,000	0%
8596	ASES	-	150,000	150,000	150,000	-	-	150,000	0%
SUBTOTAL - Other State Income		105,129	898,245	1,150,509	1,150,509	-	252,264	1,045,380	9%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8634	Food Service Sales	2,345	7,000	7,000	7,000	-	-	4,655	34%
8682	Summer Program	-	13,600	34,822	34,822	-	21,222	34,822	0%
8690	Other Local Revenue	29,299	19,000	29,299	29,299	-	10,299	-	100%
8714	COP Option 3 Grants	-	20,507	20,507	20,507	-	-	20,507	0%
	SUBTOTAL - Local Revenues	31,644	60,107	91,628	91,628	-	31,521	59,984	35%
8800	Donations/Fundraising								
8801	Donations - Parents	19	2,750	2,750	2,750	-	-	2,731	1%
8802	Donations - Private	28,886	53,250	63,250	58,664	(4,586)	5,414	29,778	49%
8803	Fundraising	5,061	-	475	5,061	4,586	5,061	-	100%
	SUBTOTAL - Fundraising and Grants	33,966	56,000	66,475	66,475	-	10,475	32,509	51%
TOTAL REVENUE		1,453,054	6,962,021	7,816,707	7,818,376	1,669	856,355	6,365,322	19%
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	666,456	1,889,346	2,091,799	2,091,799	-	(202,452)	1,425,343	32%
1300	Certificated Supervisor & Administrator Salaries	132,288	387,835	435,835	435,835	-	(47,999)	303,547	30%
	SUBTOTAL - Certificated Employees	798,744	2,277,182	2,527,634	2,527,634	-	(250,452)	1,728,890	32%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	51,620	173,174	212,822	212,822	-	(39,648)	161,202	24%
2900	Classified Other Salaries	54,354	187,025	184,770	184,770	-	2,255	130,416	29%
	SUBTOTAL - Classified Employees	105,974	360,199	397,592	397,592	-	(37,393)	291,618	27%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual							
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget				
Employee Benefits Summary									
3100	STRS	88,237	275,673	315,460	315,460	-	(39,787)	227,224	28%
3200	PERS	11,801	21,860	43,438	43,438	-	(21,578)	31,636	27%
3300	OASDI-Medicare-Alternative	22,025	67,519	67,975	67,975	-	(456)	45,950	32%
3400	Health & Welfare Benefits	114,066	324,000	373,638	373,638	-	(49,638)	259,572	31%
3500	Unemployment Insurance	1,479	1,345	31,300	31,300	-	(29,955)	29,821	5%
3600	Workers Comp Insurance	12,281	34,286	32,938	32,938	-	1,348	20,657	37%
SUBTOTAL - Employee Benefits		249,889	724,683	864,749	864,749	-	(140,066)	614,860	29%
4000 Books & Supplies									
4100	Approved Textbooks & Core Curricula Materials	90,236	40,000	88,146	88,731	(585)	(48,731)	(1,505)	102%
4200	Books & Other Reference Materials	4,180	10,000	10,000	10,000	-	-	5,820	42%
4315	Custodial Supplies	4,152	20,000	20,000	20,000	-	-	15,848	21%
4320	Educational Software	15,573	20,000	20,000	20,000	-	-	4,427	78%
4325	Instructional Materials & Supplies	5,058	25,000	50,000	49,415	585	(24,415)	44,357	10%
4326	Art & Music Supplies	1,702	5,000	5,000	5,000	-	-	3,298	34%
4330	Office Supplies	3,862	9,200	17,000	17,000	-	(7,800)	13,138	23%
4345	Non Instructional Student Materials & Supplies	1,509	20,000	20,000	20,000	-	-	18,491	8%
4346	Teacher Supplies	2,833	5,000	5,000	5,000	-	-	2,167	57%
4350	Uniforms	-	1,500	1,500	1,500	-	-	1,500	0%
4400	Noncapitalized Equipment	-	30,000	30,000	30,000	-	-	30,000	0%
4420	Computers (individual items less than \$5k)	31,362	33,500	33,500	33,500	-	-	2,138	94%
4430	Non Classroom Related Furniture, Equipment & St	2,184	20,000	20,000	20,000	-	-	17,816	11%
4700	Food	23,573	296,825	316,118	316,118	-	(19,293)	292,545	7%
4720	Other Food	4,381	3,000	8,000	8,000	-	(5,000)	3,620	55%
SUBTOTAL - Books and Supplies		190,604	539,025	644,264	644,264	(0)	(105,239)	453,660	30%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	324,064	972,192	959,744	949,506	10,238	22,686	625,442	34%
5102	Direct CMO Fee (Shared Staff)	-	38,472	41,326	41,484	(157)	(3,011)	41,484	0%
5210	Conference Fees	228	20,000	20,000	20,000	-	-	19,772	1%
5215	Travel - Mileage, Parking, Tolls	757	2,000	2,000	2,000	-	-	1,243	38%
5220	Travel and Lodging	-	2,000	2,000	2,000	-	-	2,000	0%
5300	Dues & Memberships	1,045	7,854	7,854	7,854	-	-	6,809	13%
5450	Insurance - Other	17,415	27,941	32,069	32,069	-	(4,128)	14,654	54%
5500	Operations & Housekeeping	9,889	29,400	50,000	50,000	-	(20,600)	40,111	20%
5510	Utilities - Gas and Electric	19,540	54,000	60,000	60,000	-	(6,000)	40,460	33%
5605	Equipment Leases	4,492	15,000	11,000	11,000	-	4,000	6,508	41%
5610	Rent	149,020	442,888	478,664	478,664	-	(35,776)	329,643	31%
5615	Repairs and Maintenance - Building	16,829	40,000	50,000	50,000	-	(10,000)	33,171	34%
5617	Repairs and Maintenance - Other Equipment	455	2,000	2,000	2,000	-	-	1,545	23%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance			
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5803	Accounting Fees	-	5,000	10,000	10,000	-	(5,000)	10,000	0%
5809	Banking Fees	64	1,500	1,500	1,500	-	-	1,436	4%
5813	School Programs - After School Program	45,000	150,000	150,000	150,000	-	-	105,000	30%
5814	School Programs - Academic Competitions	-	5,000	5,000	5,000	-	-	5,000	0%
5819	School Programs - Other	2,900	13,000	28,000	28,000	-	(15,000)	25,100	10%
5820	Consultants - Non Instructional - Custom 1	-	15,000	15,000	15,000	-	-	15,000	0%
5822	Consultants - Non Instructional - Custom 3	887	77,565	94,000	94,000	-	(16,435)	93,113	1%
5824	District Oversight Fees	16,557	52,519	53,118	53,118	-	(599)	36,560	31%
5830	Field Trips Expenses	165	21,765	33,765	33,765	-	(12,000)	33,600	0%
5843	Interest - Loans Less than 1 Year	67,037	192,000	192,000	192,000	-	-	124,963	35%
5845	Legal Fees	2,325	20,000	40,000	40,000	-	(20,000)	37,675	6%
5851	Marketing and Student Recruiting	1,120	15,000	20,000	20,000	-	(5,000)	18,880	6%
5857	Payroll Fees	6,267	26,400	26,400	26,400	-	-	20,133	24%
5861	Prior Yr Exp (not accrued)	18,357	-	18,491	18,491	-	(18,491)	134	99%
5863	Professional Development	3,394	119,100	150,100	150,100	-	(31,000)	146,706	2%
5869	Special Education Contract Instructors	6,979	100,000	75,000	75,000	-	25,000	68,021	9%
5872	Special Education Encroachment	26,667	79,907	79,137	79,137	-	770	52,470	34%
5884	Substitutes	4,680	54,280	30,000	30,000	-	24,280	25,320	16%
5887	Technology Services	19,061	46,200	46,200	46,200	-	-	27,139	41%
5898	Bad Debt Expense	2,484	-	-	2,484	(2,484)	(2,484)	-	100%
5900	Communications	3,215	70,000	70,000	70,000	-	-	66,785	5%
5915	Postage and Delivery	1,300	10,000	10,000	10,000	-	-	8,700	13%
SUBTOTAL - Services & Other Operating Exp.		772,195	2,727,983	2,864,368	2,856,771	7,596	(128,789)	2,084,577	27%

MAGNOLIA PUBLIC SCHOOLS - MSA-1

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget				
6000	Capital Outlay								
6100	Sites & Improvement of Sites	-	60,000	-	-	-	60,000	-	
6200	Buildings & Improvement of Buildings	-	-	500,000	500,000	-	(500,000)	500,000	0%
6400	Equipment	27,331	40,000	40,000	40,000	-	-	12,669	68%
	SUBTOTAL - Capital Outlay	27,331	100,000	540,000	540,000	-	(440,000)	512,669	5%
TOTAL EXPENSES		2,144,738	6,729,072	7,838,606	7,831,010	7,596	(1,101,939)	5,686,273	27%
6900	Total Depreciation (includes Prior Years)	60,588	181,768	146,166	146,166	-	35,602	85,578	41%
TOTAL EXPENSES including Depreciation		2,177,994	6,810,840	7,444,772	7,437,176	7,596	(626,336)	5,259,182	29%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget					
	Actual		September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget						
SUMMARY								
Revenue								
LCFF Entitlement	1,006,164	4,518,778	4,285,683	4,285,683	-	(233,095)	3,279,519	23%
Federal Revenue	68,940	344,735	575,303	575,303	-	230,568	506,363	12%
Other State Revenues	91,081	355,213	542,429	542,429	-	187,216	451,348	17%
Local Revenues	8,126	93,069	68,329	68,329	-	(24,740)	60,203	12%
Fundraising and Grants	5,285	25,000	27,722	27,722	-	2,722	22,437	19%
Total Revenue	1,179,598	5,336,795	5,499,466	5,499,466	-	162,671	4,319,869	21%
Expenses								
Compensation and Benefits	983,014	2,987,228	3,177,145	3,183,183	(6,039)	(195,956)	2,200,170	31%
Books and Supplies	188,531	259,858	464,007	466,086	(2,079)	(206,228)	277,556	40%
Services and Other Operating Expenditures	503,617	1,903,069	1,804,518	1,803,695	822	99,374	1,300,078	28%
Depreciation	11,332	34,000	53,602	53,602	-	(19,602)	42,270	21%
Total Expenses	1,686,493	5,184,155	5,499,272	5,506,567	(7,296)	(322,412)	3,820,074	31%
Operating Income	(506,896)	152,640	194	(7,101)	(7,296)	(159,741)	499,795	7138%
Fund Balance								
Beginning Balance (Unaudited)	1,210,746	1,210,746	1,210,746	1,210,746				100%
Audit Adjustment	(69,794)	-	(70,204)	(69,794)				100%
Beginning Balance (Audited)	1,140,952	1,210,746	1,140,542	1,140,952				100%
Operating Income (including Depreciation)	(506,896)	152,640	194	(7,101)				7138%
Ending Fund Balance	634,056	1,363,386	1,140,736	1,133,851				56%
Capital Outlay	-	20,000	-	-				
Operating Income (Less July Payroll)								
Total ADA		470.0	442.0	442.0				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget				
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	546,322	2,968,874	2,813,240	2,813,240	-	(155,634)	2,266,918	19%
8012	Education Protection Account Entitlement	158,113	657,483	618,331	618,331	-	(39,152)	460,218	26%
8019	State Aid - Prior Years	402	-	402	402	-	402	-	100%
8096	Charter Schools in Lieu of Property Taxes	301,327	892,421	853,709	853,709	-	(38,712)	552,382	35%
SUBTOTAL - LCFF Entitlement		1,006,164	4,518,778	4,285,683	4,285,683	-	(233,095)	3,279,519	23%
8100 Federal Revenue									
8181	Special Education - Entitlement	30,084	94,931	93,918	93,918	-	(1,013)	63,834	32%
8220	Child Nutrition Programs	-	-	220,298	220,298	-	220,298	220,298	0%
8291	Title I	38,856	143,672	155,425	155,425	-	11,753	116,569	25%
8292	Title II	-	2,088	2,088	2,088	-	-	2,088	0%
8293	Title III	-	1,197	727	727	-	(470)	727	0%
8296	Other Federal Revenue	-	102,847	102,847	102,847	-	-	102,847	0%
SUBTOTAL - Federal Income		68,940	344,735	575,303	575,303	-	230,568	506,363	12%
8300 Other State Revenues									
8381	Special Education - Entitlement (State)	87,846	267,404	258,371	258,371	-	(9,033)	170,525	34%
8520	Child Nutrition - State	-	-	20,152	20,152	-	20,152	20,152	0%
8550	Mandated Cost Reimbursements	-	11,676	105,374	105,374	-	93,698	105,374	0%
8560	State Lottery Revenue	-	76,133	83,532	83,532	-	7,399	83,532	0%
8590	All Other State Revenue	-	-	75,000	75,000	-	75,000	75,000	0%
SUBTOTAL - Other State Income		91,081	355,213	542,429	542,429	-	187,216	451,348	17%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget				
Hidden									
8600	Other Local Revenue								
8634	Food Service Sales	-	-	5,000	5,000	-	5,000	5,000	0%
8636	Uniforms	-	30,900	-	-	-	(30,900)	-	
8682	Summer Program	-	13,600	30,210	30,210	-	16,610	30,210	0%
8690	Other Local Revenue	827	20,881	20,881	20,881	-	-	20,054	4%
8693	Field Trips	-	15,450	-	-	-	(15,450)	-	
8714	COP Option 3 Grants	7,299	12,238	12,238	12,238	-	-	4,939	60%
	SUBTOTAL - Local Revenues	8,126	93,069	68,329	68,329	-	(24,740)	60,203	12%
8800	Donations/Fundraising								
8801	Donations - Parents	-	550	550	550	-	-	550	0%
8802	Donations - Private	-	24,450	26,450	21,450	(5,000)	(3,000)	21,450	0%
8803	Fundraising	5,285	-	722	5,722	5,000	5,722	437	92%
	SUBTOTAL - Fundraising and Grants	5,285	25,000	27,722	27,722	-	2,722	22,437	19%
TOTAL REVENUE		1,179,598	5,336,795	5,499,466	5,499,466	-	162,671	4,319,869	21%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	521,825	1,636,384	1,679,192	1,679,192	-	(42,808)	1,157,367	31%
1300	Certificated Supervisor & Administrator Salaries	110,854	311,892	358,258	358,258	-	(46,366)	247,404	31%
SUBTOTAL - Certificated Employees		632,680	1,948,276	2,037,450	2,037,450	-	(89,174)	1,404,770	31%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	62,258	187,500	200,732	200,732	-	(13,232)	138,474	31%
2900	Classified Other Salaries	68,324	191,105	231,195	231,195	-	(40,090)	162,871	30%
SUBTOTAL - Classified Employees		130,582	378,605	431,926	431,926	-	(53,322)	301,345	30%
Employee Benefits Summary									
3100	STRS	69,235	242,200	252,160	252,160	-	(9,960)	182,924	27%
3200	PERS	13,500	28,074	40,465	46,503	(6,039)	(18,429)	33,003	29%
3300	OASDI-Medicare-Alternative	20,766	58,961	64,216	64,216	-	(5,255)	43,450	32%
3400	Health & Welfare Benefits	106,064	299,700	318,895	318,895	-	(19,195)	212,831	33%
3500	Unemployment Insurance	74	1,163	4,227	4,227	-	(3,064)	4,153	2%
3600	Workers Comp Insurance	10,112	30,249	27,805	27,805	-	2,444	17,693	36%
SUBTOTAL - Employee Benefits		219,752	660,347	707,768	713,807	(6,039)	(53,460)	494,055	31%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Variance		
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	44,172	25,000	70,000	69,000	1,000	(44,000)	24,828	64%
4200	Books & Other Reference Materials	5,722	10,000	5,000	6,000	(1,000)	4,000	278	95%
4315	Custodial Supplies	100	6,000	6,000	6,000	-	-	5,900	2%
4320	Educational Software	12,575	30,000	20,000	17,900	2,100	12,100	5,325	70%
4325	Instructional Materials & Supplies	3,369	25,558	10,000	10,000	-	15,558	6,631	34%
4326	Art & Music Supplies	-	1,500	-	-	-	1,500	-	
4330	Office Supplies	7,966	27,200	30,000	30,000	-	(2,800)	22,034	27%
4340	Professional Development Supplies	440	2,300	2,300	2,300	-	-	1,860	19%
4345	Non Instructional Student Materials & Supplies	4,338	9,058	10,000	9,500	500	(442)	5,162	46%
4346	Teacher Supplies	288	250	237	737	(500)	(487)	449	39%
4350	Uniforms	-	500	-	-	-	500	-	
4400	Noncapitalized Equipment	30,830	30,000	30,830	30,830	-	(830)	-	100%
4410	Classroom Furniture, Equipment & Supplies	10,079	15,000	8,000	10,079	(2,079)	4,921	-	100%
4420	Computers (individual items less than \$5k)	2,037	-	-	2,100	(2,100)	(2,100)	63	97%
4430	Non Classroom Related Furniture, Equipment & S	5,634	10,000	5,918	5,918	-	4,083	284	95%
4700	Food	56,361	64,492	257,723	257,723	-	(193,230)	201,361	22%
4720	Other Food	4,619	3,000	8,000	8,000	-	(5,000)	3,381	58%
	SUBTOTAL - Books and Supplies	188,531	259,858	464,007	466,086	(2,079)	(206,228)	277,556	40%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual		Budget		Variance	Variance	Forecast	% of Forecast
		Actual YTD	Approved Budget	September	Proposed Revised	(Previous vs.	(Budget vs.	Remaining	Spent
				Financials	Budget	Proposed Budget)	Proposed Budget)		
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	324,064	972,192	903,288	893,653	9,635	78,539	569,589	36%
5102	Direct CMO Fee (Shared Staff)	-	34,890	34,986	35,119	(133)	(229)	35,119	0%
5210	Conference Fees	310	20,000	5,000	5,000	-	15,000	4,690	6%
5215	Travel - Mileage, Parking, Tolls	1,159	5,000	2,500	2,500	-	2,500	1,341	46%
5220	Travel and Lodging	-	5,000	3,000	3,000	-	2,000	3,000	0%
5225	Travel - Meals & Entertainment	-	6,000	-	-	-	6,000	-	
5300	Dues & Memberships	935	6,000	6,000	6,000	-	-	5,065	16%
5450	Insurance - Other	13,020	24,209	22,975	22,975	-	1,234	9,955	57%
5500	Operations & Housekeeping	4,358	-	130,000	130,000	-	(130,000)	125,642	3%
5605	Equipment Leases	3,174	12,000	7,052	7,052	-	4,948	3,878	45%
5610	Rent	-	179,794	-	-	-	179,794	-	
5615	Repairs and Maintenance - Building	4,214	5,000	5,000	5,000	-	-	787	84%
5617	Repairs and Maintenance - Other Equipment	-	2,000	-	-	-	2,000	-	
5803	Accounting Fees	-	8,345	15,000	15,000	-	(6,655)	15,000	0%
5809	Banking Fees	64	1,000	1,000	1,000	-	-	936	6%
5813	School Programs - After School Program	-	3,605	3,605	3,605	-	-	3,605	0%
5814	School Programs - Academic Competitions	250	1,000	1,000	1,000	-	-	750	25%
5815	Consultants - Instructional	-	5,000	-	-	-	5,000	-	
5819	School Programs - Other	2,145	13,000	13,000	13,000	-	-	10,855	17%
5820	Consultants - Non Instructional - Custom 1	10,593	23,000	23,000	23,000	-	-	12,407	46%
5822	Consultants - Non Instructional - Custom 3	2,081	67,234	89,000	89,000	-	(21,766)	86,919	2%
5824	District Oversight Fees	13,860	45,188	42,857	42,857	-	2,331	28,997	32%

MAGNOLIA PUBLIC SCHOOLS - MSA-2

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual							
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget				
5830	Field Trips Expenses	541	25,000	20,000	20,000	-	5,000	19,459	3%
5843	Interest - Loans Less than 1 Year	42	-	-	42	(42)	(42)	-	100%
5845	Legal Fees	9,525	30,000	40,000	40,000	-	(10,000)	30,475	24%
5851	Marketing and Student Recruiting	15,619	24,000	24,000	24,000	-	-	8,381	65%
5857	Payroll Fees	5,196	21,327	21,327	21,327	-	-	16,131	24%
5861	Prior Yr Exp (not accrued)	9,389	-	751	9,389	(8,638)	(9,389)	-	100%
5863	Professional Development	14,384	77,100	101,000	101,000	-	(23,900)	86,616	14%
5869	Special Education Contract Instructors	8,162	80,000	105,000	105,000	-	(25,000)	96,838	8%
5872	Special Education Encroachment	23,586	72,467	70,458	70,458	-	2,009	46,872	33%
5884	Substitutes	-	45,000	35,000	35,000	-	10,000	35,000	0%
5887	Technology Services	30,685	53,316	53,316	53,316	-	-	22,631	58%
5899	Miscellaneous Operating Expenses	(0)	-	-	-	-	-	0	
5900	Communications	4,776	30,000	20,000	20,000	-	10,000	15,224	24%
5915	Postage and Delivery	1,486	5,402	5,402	5,402	-	-	3,916	27%
	SUBTOTAL - Services & Other Operating Exp.	503,617	1,903,069	1,804,518	1,803,695	822	99,374	1,300,078	28%
6000	Capital Outlay								
6100	Sites & Improvement of Sites	-	20,000	-	-	-	20,000	-	
	SUBTOTAL - Capital Outlay	-	20,000	-	-	-	20,000	-	
	TOTAL EXPENSES	1,675,161	5,170,155	5,445,669	5,452,965	(7,296)	(282,810)	3,777,804	31%
6900	Total Depreciation (includes Prior Years)	11,332	34,000	53,602	53,602	-	(19,602)	42,270	21%
	TOTAL EXPENSES including Depreciation	1,686,493	5,184,155	5,499,272	5,506,567	(7,296)	(322,412)	3,820,074	31%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget					
	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance	Variance	Forecast Remaining	% of Forecast Spent
					(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)		
SUMMARY								
Revenue								
LCFF Entitlement	980,838	4,245,387	4,303,143	4,303,143	-	57,756	3,322,305	23%
Federal Revenue	61,864	574,033	489,839	489,839	-	(84,194)	427,975	13%
Other State Revenues	90,654	694,406	866,336	872,841	6,504	178,435	782,187	10%
Local Revenues	1,105	24,785	42,516	42,516	-	17,731	41,411	3%
Fundraising and Grants	6,763	19,018	19,018	19,018	-	-	12,255	36%
Total Revenue	1,141,224	5,557,629	5,720,853	5,727,357	6,504	169,728	4,586,133	20%
Expenses								
Compensation and Benefits	1,021,594	2,812,109	3,243,160	3,327,107	(83,947)	(514,998)	2,305,513	31%
Books and Supplies	107,730	454,542	401,887	401,887	-	52,654	294,158	27%
Services and Other Operating Expenditures	522,856	1,935,913	2,033,933	2,029,286	4,646	(93,373)	1,506,431	26%
Depreciation	4,000	12,000	19,096	19,096	-	(7,096)	15,096	21%
Total Expenses	1,656,180	5,214,564	5,698,077	5,777,377	(79,300)	(562,814)	4,121,198	29%
Operating Income	(514,955)	343,065	22,776	(50,020)	(72,796)	(393,086)	464,935	1029%
Fund Balance								
Beginning Balance (Unaudited)	976,777	976,777	976,777	976,777				100%
Audit Adjustment	(1,353)	-	0	(1,353)				100%
Beginning Balance (Audited)	975,424	976,777	976,777	975,424				100%
Operating Income (including Depreciation)	(514,955)	343,065	22,776	(50,020)				1029%
Ending Fund Balance	460,469	1,319,842	999,553	925,404				50%
Capital Outlay	-	70,000	70,000	70,000				-
Operating Income (Less July Payroll)								
			208,806	136,010				
Total ADA		434.3	443.9	443.9				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	542,153	2,817,402	2,841,941	2,841,941	-	24,539	2,299,788	19%
8012	Education Protection Account Entitlement	150,153	603,366	603,366	603,366	-	-	453,213	25%
8019	State Aid - Prior Years	399	-	399	399	-	399	-	100%
8096	Charter Schools in Lieu of Property Taxes	288,133	824,619	857,437	857,437	-	32,818	569,304	34%
SUBTOTAL - LCFF Entitlement		980,838	4,245,387	4,303,143	4,303,143	-	57,756	3,322,305	23%
8100 Federal Revenue									
8181	Special Education - Entitlement	28,767	87,719	86,783	86,783	-	(937)	58,015	33%
8220	Child Nutrition Programs	-	299,549	210,236	210,236	-	(89,313)	210,236	0%
8291	Title I	32,883	149,718	155,755	155,755	-	6,037	122,872	21%
8292	Title II	-	6,110	6,110	6,110	-	-	6,110	0%
8293	Title III	-	437	242	242	-	(195)	242	0%
8296	Other Federal Revenue	-	30,500	30,500	30,500	-	-	30,500	0%
8297	PY Federal - Not Accrued	214	-	214	214	-	214	-	100%
SUBTOTAL - Federal Income		61,864	574,033	489,839	489,839	-	(84,194)	427,975	13%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	6,654	-	150	6,654	6,504	6,654	-	100%
8381	Special Education - Entitlement (State)	84,000	247,088	247,058	247,058	-	(30)	163,058	34%
8520	Child Nutrition - State	-	25,955	18,925	18,925	-	(7,030)	18,925	0%
8545	School Facilities Apportionments	-	190,316	190,316	190,316	-	-	190,316	0%
8550	Mandated Cost Reimbursements	-	10,698	100,991	100,991	-	90,293	100,991	0%
8560	State Lottery Revenue	-	70,349	83,897	83,897	-	13,548	83,897	0%
8590	All Other State Revenue	-	-	75,000	75,000	-	75,000	75,000	0%
8596	ASES	-	150,000	150,000	150,000	-	-	150,000	0%
SUBTOTAL - Other State Income		90,654	694,406	866,336	872,841	6,504	178,435	782,187	10%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget				
8600	Other Local Revenue								
8634	Food Service Sales	-	500	500	500	-	-	500	0%
8682	Summer Program	-	10,200	27,931	27,931	-	17,731	27,931	0%
8690	Other Local Revenue	1,105	5,000	5,000	5,000	-	-	3,895	22%
8714	COP Option 3 Grants	-	9,085	9,085	9,085	-	-	9,085	0%
8999	Uncategorized Revenue	0	-	-	-	-	-	(0)	
	SUBTOTAL - Local Revenues	1,105	24,785	42,516	42,516	-	17,731	41,411	3%
8800	Donations/Fundraising								
8801	Donations - Parents	-	14,518	12,100	12,100	-	(2,418)	12,100	0%
8802	Donations - Private	1,435	4,500	4,500	4,500	-	-	3,065	32%
8803	Fundraising	5,328	-	2,418	2,418	-	2,418	(2,910)	220%
	SUBTOTAL - Fundraising and Grants	6,763	19,018	19,018	19,018	-	0	12,255	36%
TOTAL REVENUE		1,141,224	5,557,629	5,720,853	5,727,357	6,504	169,728	4,586,133	20%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	510,322	1,539,857	1,667,379	1,667,379	-	(127,522)	1,157,057	31%
1300	Certificated Supervisor & Administrator Salaries	167,777	250,512	451,787	451,787	-	(201,275)	284,010	37%
SUBTOTAL - Certificated Employees		678,098	1,790,369	2,119,166	2,119,166	-	(328,797)	1,441,068	32%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	86,504	107,832	191,469	191,469	-	(83,637)	104,965	45%
2900	Classified Other Salaries	61,596	262,278	190,094	242,399	(52,305)	19,879	180,803	25%
SUBTOTAL - Classified Employees		148,100	370,110	381,563	433,868	(52,305)	(63,758)	285,768	34%
Employee Benefits Summary									
3100	STRS	76,522	221,454	261,195	261,195	-	(39,741)	184,673	29%
3200	PERS	14,132	36,897	48,327	58,690	(10,363)	(21,793)	44,558	24%
3300	OASDI-Medicare-Alternative	25,176	60,337	62,225	66,240	(4,015)	(5,903)	41,065	38%
3400	Health & Welfare Benefits	68,661	303,750	338,285	354,933	(16,648)	(51,183)	286,272	19%
3500	Unemployment Insurance	66	1,106	4,242	4,269	(26)	(3,163)	4,202	2%
3600	Workers Comp Insurance	10,840	28,085	28,158	28,747	(589)	(662)	17,907	38%
SUBTOTAL - Employee Benefits		195,396	651,630	742,432	774,073	(31,642)	(122,444)	578,677	25%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Variance	Forecast	% of Forecast
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	18,497	10,000	20,000	20,000	-	(10,000)	1,503	92%
4200	Books & Other Reference Materials	-	15,000	5,000	5,000	-	10,000	5,000	0%
4315	Custodial Supplies	-	77	77	77	-	-	77	0%
4320	Educational Software	10,480	16,000	16,000	16,000	-	-	5,520	66%
4325	Instructional Materials & Supplies	5,624	25,000	25,000	25,000	-	-	19,376	22%
4330	Office Supplies	2,001	20,200	20,200	20,200	-	-	18,199	10%
4345	Non Instructional Student Materials & Supplies	7,504	10,000	10,000	10,000	-	-	2,496	75%
4350	Uniforms	-	5,000	5,000	5,000	-	-	5,000	0%
4410	Classroom Furniture, Equipment & Supplies	2,167	-	5,000	5,000	-	(5,000)	2,833	43%
4420	Computers (individual items less than \$5k)	992	11,500	11,500	11,500	-	-	10,508	9%
4430	Non Classroom Related Furniture, Equipment & S	1,875	10,000	10,000	10,000	-	-	8,125	19%
4700	Food	56,600	329,264	264,110	264,110	-	65,154	207,510	21%
4720	Other Food	1,989	2,500	10,000	10,000	-	(7,500)	8,011	20%
	SUBTOTAL - Books and Supplies	107,730	454,542	401,887	401,887	-	52,654	294,158	27%
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	293,683	881,049	869,415	860,141	9,274	20,908	566,458	34%
5102	Direct CMO Fee (Shared Staff)	-	33,176	35,139	35,273	(134)	(2,097)	35,273	0%
5210	Conference Fees	2,158	10,000	10,000	10,000	-	-	7,842	22%
5215	Travel - Mileage, Parking, Tolls	-	10,000	10,000	10,000	-	-	10,000	0%
5220	Travel and Lodging	-	505	505	505	-	-	505	0%
5300	Dues & Memberships	935	10,000	10,000	10,000	-	-	9,065	9%
5450	Insurance - Other	11,364	22,516	22,813	22,813	-	(297)	11,449	50%
5500	Operations & Housekeeping	-	5,000	5,000	5,000	-	-	5,000	0%
5605	Equipment Leases	7,300	15,600	15,600	15,600	-	-	8,300	47%
5610	Rent	-	253,755	210,000	210,000	-	43,755	210,000	0%
5615	Repairs and Maintenance - Building	2,343	10,500	10,500	10,500	-	-	8,158	22%
5617	Repairs and Maintenance - Other Equipment	-	1,500	1,500	1,500	-	-	1,500	0%
5803	Accounting Fees	-	5,000	10,000	10,000	-	(5,000)	10,000	0%
5809	Banking Fees	76	500	500	500	-	-	424	15%
5813	School Programs - After School Program	45,000	150,000	150,000	150,000	-	-	105,000	30%
5814	School Programs - Academic Competitions	-	500	500	500	-	-	500	0%
5820	Consultants - Non Instructional - Custom 1	-	12,000	12,000	12,000	-	-	12,000	0%
5822	Consultants - Non Instructional - Custom 3	24,885	75,944	114,944	114,944	-	(39,000)	90,059	22%
5824	District Oversight Fees	13,593	42,454	43,031	43,031	-	(578)	29,438	32%
5830	Field Trips Expenses	5,402	20,000	25,000	25,000	-	(5,000)	19,598	22%
5833	Fines and Penalties	72	100	100	100	-	-	28	72%
5845	Legal Fees	325	20,000	50,000	50,000	-	(30,000)	49,675	1%
5851	Marketing and Student Recruiting	1,329	30,000	15,000	15,000	-	15,000	13,671	9%
5857	Payroll Fees	5,648	24,000	24,000	24,000	-	-	18,352	24%
5861	Prior Yr Exp (not accrued)	13,258	-	8,764	13,258	(4,494)	(13,258)	-	100%
5863	Professional Development	3,879	42,100	93,100	93,100	-	(51,000)	89,221	4%
5869	Special Education Contract Instructors	10,764	51,500	58,500	58,500	-	(7,000)	47,736	18%

MAGNOLIA PUBLIC SCHOOLS - MSA-3

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5872	Special Education Encroachment	22,553	66,961	66,768	66,768	-	193	44,215	34%
5875	Staff Recruiting	18	54	54	54	-	-	36	34%
5884	Substitutes	25,365	55,000	75,000	75,000	-	(20,000)	49,635	34%
5887	Technology Services	27,330	49,700	49,700	49,700	-	-	22,370	55%
5900	Communications	4,066	30,000	30,000	30,000	-	-	25,934	14%
5915	Postage and Delivery	1,509	6,500	6,500	6,500	-	-	4,992	23%
SUBTOTAL - Services & Other Operating Exp.		522,856	1,935,913	2,033,933	2,029,286	4,646	(93,373)	1,506,431	26%
6000	Capital Outlay								
6100	Sites & Improvement of Sites	-	20,000	20,000	20,000	-	-	20,000	0%
6410	Computers (capitalizable items)	-	50,000	50,000	50,000	-	-	50,000	0%
SUBTOTAL - Capital Outlay		-	70,000	70,000	70,000	-	-	70,000	0%
TOTAL EXPENSES		1,652,180	5,272,564	5,748,980	5,828,281	(79,300)	(555,717)	4,176,101	28%
6900	Total Depreciation (includes Prior Years)	4,000	12,000	19,096	19,096	-	(7,096)	15,096	21%
TOTAL EXPENSES including Depreciation		1,656,180	5,214,564	5,698,077	5,777,377	(79,300)	(562,814)	4,121,198	29%

MAGNOLIA PUBLIC SCHOOLS - MSA-4

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget					
	Actual		September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget						
SUMMARY								
Revenue								
LCFF Entitlement	397,214	1,772,032	1,827,963	1,827,963	-	55,931	1,430,749	22%
Federal Revenue	26,201	252,308	246,704	246,704	-	(5,604)	220,503	11%
Other State Revenues	44,393	141,453	255,013	265,224	10,211	123,771	220,831	17%
Local Revenues	369	20,867	27,027	27,027	-	6,160	26,658	1%
Fundraising and Grants	6,528	10,000	12,374	12,374	-	2,374	5,846	53%
Total Revenue	474,705	2,196,660	2,369,081	2,379,292	10,211	182,631	1,904,586	20%
Expenses								
Compensation and Benefits	374,823	1,172,519	1,211,281	1,211,281	-	(38,762)	836,458	31%
Books and Supplies	54,720	158,736	133,461	132,461	1,000	26,276	77,740	41%
Services and Other Operating Expenditures	122,527	667,206	753,198	752,841	357	(85,635)	630,314	16%
Depreciation	3,072	9,221	15,656	15,656	-	(6,435)	12,584	20%
Total Expenses	555,142	2,007,682	2,113,595	2,112,238	1,357	(104,556)	1,557,096	26%
Operating Income	(80,437)	188,978	255,486	267,054	11,567	78,076	347,490	-30%
Fund Balance								
Beginning Balance (Unaudited)	763,641	567,722	763,641	763,641				100%
Audit Adjustment	(101,151)	-	(101,416)	(101,151)				100%
Beginning Balance (Audited)	662,490	567,722	662,225	662,490				100%
Operating Income (including Depreciation)	(80,437)	188,978	255,486	267,054				-30%
Ending Fund Balance	582,053	756,700	917,711	929,544				63%
Capital Outlay	-	-	-	-				
Operating Income (Less July Payroll)								
Total ADA		180.5	186.2	186.2				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget					
	Actual		September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget						
SUMMARY								
Revenue								
LCFF Entitlement	357,980	1,539,136	1,663,461	1,663,461	-	124,325	1,305,481	22%
Federal Revenue	16,561	176,079	215,237	164,581	(50,656)	(11,498)	148,020	10%
Other State Revenues	34,638	150,386	180,109	180,443	334	30,057	145,805	19%
Local Revenues	18,582	11,120	159,120	167,057	7,937	155,937	148,476	11%
Fundraising and Grants	-	500	500	500	-	-	500	0%
Total Revenue	427,761	1,877,220	2,218,427	2,176,042	(42,385)	298,821	1,748,281	20%
Expenses								
Compensation and Benefits	327,122	1,064,348	1,218,812	1,218,812	-	(154,464)	891,690	27%
Books and Supplies	96,969	185,900	195,400	195,400	-	(9,500)	98,431	50%
Services and Other Operating Expenditures	100,376	594,065	724,522	735,563	(11,041)	(141,498)	635,188	14%
Depreciation	5,732	17,201	17,201	17,201	-	-	11,469	33%
Total Expenses	530,199	1,861,515	2,155,935	2,166,976	(11,041)	(305,462)	1,636,778	24%
Operating Income	(102,438)	15,706	62,492	9,066	(53,426)	(6,640)	111,503	-1130%
Fund Balance								
Beginning Balance (Unaudited)	1,144,335	951,134	1,144,335	1,144,335				100%
Audit Adjustment	(66,820)	-	(48,174)	(66,820)				100%
Beginning Balance (Audited)	1,077,515	951,134	1,096,161	1,077,515				100%
Operating Income (including Depreciation)	(102,438)	15,706	62,492	9,066				-1130%
Ending Fund Balance	975,077	966,840	1,158,652	1,086,581				90%
Capital Outlay								
	-	-	-	-				
Operating Income (Less July Payroll)								
			128,797	75,371				
Total ADA		168.9	177.7	177.7				0%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	205,229	988,758	1,074,007	1,074,007	-	85,248	868,778	19%
8012	Education Protection Account Entitlement	48,887	238,000	246,306	246,306	-	8,305	197,419	20%
8096	Charter Schools in Lieu of Property Taxes	103,864	312,377	343,149	343,149	-	30,771	239,285	30%
SUBTOTAL - LCFF Entitlement		357,980	1,539,136	1,663,461	1,663,461	-	124,325	1,305,481	22%
8100 Federal Revenue									
8181	Special Education - Entitlement	10,370	33,660	28,542	28,542	-	(5,118)	18,172	36%
8291	Title I	-	37,421	81,991	81,991	-	44,570	81,991	0%
8292	Title II	-	2,193	2,193	2,193	-	-	2,193	0%
8293	Title III	-	779	485	485	-	(294)	485	0%
8296	Other Federal Revenue	6,191	102,026	102,026	102,026	-	-	95,835	6%
8297	PY Federal - Not Accrued	-	-	-	(50,656)	(50,656)	(50,656)	(50,656)	0%
SUBTOTAL - Federal Income		16,561	176,079	215,237	164,581	(50,656)	(11,498)	148,020	10%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	4,359	-	4,025	4,359	334	4,359	-	100%
8381	Special Education - Entitlement (State)	30,280	94,836	80,611	80,611	-	(14,226)	50,331	38%
8520	Child Nutrition - State	-	-	5,145	5,145	-	5,145	5,145	0%
8550	Mandated Cost Reimbursements	-	2,813	30,664	30,664	-	27,852	30,664	0%
8560	State Lottery Revenue	-	26,649	33,576	33,576	-	6,927	33,576	0%
8596	ASES	-	26,088	26,088	26,088	-	-	26,088	0%
SUBTOTAL - Other State Income		34,638	150,386	180,109	180,443	334	30,057	145,805	19%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8636	Uniforms	-	1,030	1,030	1,030	-	-	1,030	0%
8690	Other Local Revenue	11,027	3,090	3,090	11,027	7,937	7,937	-	100%
8714	COP Option 3 Grants	7,554	7,000	155,000	155,000	-	148,000	147,446	5%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenues	18,582	11,120	159,120	167,057	7,937	155,937	148,476	11%
8800	Donations/Fundraising								
8803	Fundraising	-	500	500	500	-	-	500	0%
	SUBTOTAL - Fundraising and Grants	-	500	500	500	-	-	500	0%
TOTAL REVENUE		427,761	1,877,220	2,218,427	2,176,042	(42,385)	298,821	1,748,281	20%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	184,626	545,921	660,552	660,552	-	(114,631)	475,926	28%
1300	Certificated Supervisor & Administrator Salaries	56,409	159,738	180,746	180,746	-	(21,008)	124,338	31%
SUBTOTAL - Certificated Employees		241,034	705,659	841,298	841,298	-	(135,639)	600,264	29%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	14,496	49,725	51,242	51,242	-	(1,516)	36,746	28%
2900	Classified Other Salaries	5,958	53,750	54,450	54,450	-	(700)	48,492	11%
SUBTOTAL - Classified Employees		20,454	103,475	105,692	105,692	-	(2,216)	85,238	19%
Employee Benefits Summary									
3100	STRS	24,891	88,017	102,879	102,879	-	(14,862)	77,988	24%
3200	PERS	2,505	8,226	8,534	8,534	-	(308)	6,029	29%
3300	OASDI-Medicare-Alternative	5,498	18,648	20,062	20,062	-	(1,414)	14,564	27%
3400	Health & Welfare Benefits	29,784	130,613	126,213	126,213	-	4,400	96,429	24%
3500	Unemployment Insurance	-	405	3,470	3,470	-	(3,066)	3,470	0%
3600	Workers Comp Insurance	2,956	9,305	10,663	10,663	-	(1,358)	7,707	28%
SUBTOTAL - Employee Benefits		65,634	255,214	271,822	271,822	-	(16,608)	206,188	24%

MAGNOLIA PUBLIC SCHOOLS - MSA-5

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual		September	Proposed Revised	Variance	Variance	Forecast	% of Forecast
		Actual YTD	Approved Budget	Financials	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	13,793	45,000	20,000	20,000	-	25,000	6,207	69%
4200	Books & Other Reference Materials	619	7,500	7,500	7,500	-	-	6,881	8%
4315	Custodial Supplies	-	1,000	1,000	1,000	-	-	1,000	0%
4320	Educational Software	10,000	10,000	15,000	15,000	-	(5,000)	5,000	67%
4325	Instructional Materials & Supplies	1,822	23,000	15,000	9,546	5,455	13,455	7,723	19%
4330	Office Supplies	2,257	9,700	9,700	9,700	-	-	7,443	23%
4345	Non Instructional Student Materials & Supplies	287	7,500	5,000	5,000	-	2,500	4,713	6%
4350	Uniforms	-	200	200	200	-	-	200	0%
4400	Noncapitalized Equipment	20,455	10,000	5,000	20,455	(15,455)	(10,455)	-	100%
4420	Computers (individual items less than \$5k)	47,161	51,000	60,000	60,000	-	(9,000)	12,839	79%
4430	Non Classroom Related Furniture, Equipment & St	142	-	13,000	3,000	10,000	(3,000)	2,858	5%
4700	Food	-	20,000	40,000	40,000	-	(20,000)	40,000	0%
4720	Other Food	434	1,000	4,000	4,000	-	(3,000)	3,566	11%
	SUBTOTAL - Books and Supplies	96,969	185,900	195,400	195,400	-	(9,500)	98,431	50%
5000	Services & Other Operating Expenses								
5101	Shared Management Fee - CMO	24,305	72,914	135,493	134,048	1,445	(61,134)	109,743	18%
5102	Direct CMO Fee (Shared Staff)	-	11,683	14,063	14,116	(54)	(2,433)	14,116	0%
5200	Travel & Conferences	130	5,000	5,000	5,000	-	-	4,870	3%
5210	Conference Fees	-	5,000	5,000	5,000	-	-	5,000	0%
5300	Dues & Memberships	935	5,000	5,000	5,000	-	-	4,065	19%
5450	Insurance - Other	940	14,300	6,237	6,237	-	8,063	5,297	15%
5605	Equipment Leases	1,613	6,600	6,600	6,600	-	-	4,987	24%
5610	Rent	-	135,000	110,971	110,971	-	24,029	110,971	0%
5615	Repairs and Maintenance - Building	-	-	15,000	15,000	-	(15,000)	15,000	0%
5617	Repairs and Maintenance - Other Equipment	-	3,000	3,000	3,000	-	-	3,000	0%
5803	Accounting Fees	-	1,952	5,000	5,000	-	(3,048)	5,000	0%
5809	Banking Fees	64	412	412	412	-	-	348	15%
5813	School Programs - After School Program	7,826	26,088	26,088	26,088	-	-	18,262	30%
5820	Consultants - Non Instructional - Custom 1	-	25,000	25,000	25,000	-	-	25,000	0%
5822	Consultants - Non Instructional - Custom 3	420	53,275	30,000	30,000	-	23,275	29,580	1%
5824	District Oversight Fees	4,732	15,391	16,635	16,635	-	(1,243)	11,903	28%
5830	Field Trips Expenses	498	8,000	8,000	8,000	-	-	7,502	6%
5845	Legal Fees	-	5,000	15,000	15,000	-	(10,000)	15,000	0%
5851	Marketing and Student Recruiting	417	10,000	60,000	60,000	-	(50,000)	59,583	1%
5857	Payroll Fees	2,563	3,750	3,750	3,750	-	-	1,187	68%
5861	Prior Yr Exp (not accrued)	24,007	-	11,574	24,007	(12,433)	(24,007)	-	100%
5863	Professional Development	12,249	37,100	37,100	37,100	-	-	24,851	33%
5869	Special Education Contract Instructors	5,924	40,000	65,000	65,000	-	(25,000)	59,076	9%
5872	Special Education Encroachment	8,130	25,699	25,699	25,699	-	-	17,569	32%
5875	Staff Recruiting	-	1,901	1,901	1,901	-	-	1,901	0%
5884	Substitutes	-	15,000	20,000	20,000	-	(5,000)	20,000	0%
5887	Technology Services	4,370	35,000	35,000	35,000	-	-	30,630	12%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget					
	Actual		September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget						
SUMMARY								
Revenue								
LCFF Entitlement	349,419	1,575,467	1,525,104	1,525,104	-	(50,363)	1,175,685	23%
Federal Revenue	25,618	137,828	163,005	161,359	(1,646)	23,531	135,742	16%
Other State Revenues	32,098	214,078	250,773	250,773	-	36,695	218,674	13%
Local Revenues	-	14,120	14,120	14,120	-	-	14,120	0%
Fundraising and Grants	3,010	10,000	11,100	11,100	-	1,100	8,090	27%
Total Revenue	410,145	1,951,493	1,964,102	1,962,456	(1,646)	10,963	1,552,311	21%
Expenses								
Compensation and Benefits	312,784	965,253	1,057,128	1,082,926	(25,799)	(117,673)	770,142	29%
Books and Supplies	66,466	110,183	154,776	154,776	-	(44,593)	88,310	43%
Services and Other Operating Expenditures	159,263	575,774	612,812	612,465	347	(36,691)	453,202	26%
Depreciation	2,123	6,368	28,726	28,726	-	(22,358)	26,603	7%
Total Expenses	540,636	1,657,578	1,853,441	1,878,893	(25,452)	(221,315)	1,338,258	29%
Operating Income	(130,491)	293,915	110,661	83,563	(27,098)	(210,352)	214,053	-156%
Fund Balance								
Beginning Balance (Unaudited)	1,006,776	938,327	1,006,776	1,006,776				100%
Audit Adjustment	(49,511)	-	(48,693)	(49,511)				100%
Beginning Balance (Audited)	957,265	938,327	958,083	957,265				100%
Operating Income (including Depreciation)	(130,491)	293,915	110,661	83,563				-156%
Ending Fund Balance	826,774	1,232,242	1,068,744	1,040,828				79%
Capital Outlay	-	20,000	-	-				
Operating Income (Less July Payroll)								
Total ADA		173.7	167.9	167.9				0%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual			Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials					
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	184,585	994,308	978,640	978,640	-	(15,668)	794,055	19%
8012	Education Protection Account Entitlement	54,597	251,311	221,995	221,995	-	(29,316)	167,398	25%
8019	State Aid - Prior Years	134	-	134	134	-	134	-	100%
8096	Charter Schools in Lieu of Property Taxes	110,103	329,848	324,335	324,335	-	(5,513)	214,232	34%
SUBTOTAL - LCFF Entitlement		349,419	1,575,467	1,525,104	1,525,104	-	(50,363)	1,175,685	23%
8100 Federal Revenue									
8181	Special Education - Entitlement	10,993	35,542	32,331	32,331	-	(3,211)	21,339	34%
8220	Child Nutrition Programs	-	31,452	49,812	49,812	-	18,360	49,812	0%
8291	Title I	14,625	47,977	58,499	58,499	-	10,522	43,874	25%
8292	Title II	-	2,363	2,363	717	(1,646)	(1,646)	717	0%
8293	Title III	-	494	-	-	-	(494)	-	-
8296	Other Federal Revenue	-	20,000	20,000	20,000	-	-	20,000	0%
SUBTOTAL - Federal Income		25,618	137,828	163,005	161,359	(1,646)	23,531	135,742	16%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8300	Other State Revenues								
8381	Special Education - Entitlement (State)	32,098	100,140	94,407	94,407	-	(5,733)	62,309	34%
8520	Child Nutrition - State	-	3,379	3,593	3,593	-	214	3,593	0%
8545	School Facilities Apportionments	-	80,000	85,125	85,125	-	5,125	85,125	0%
8550	Mandated Cost Reimbursements	-	2,419	35,912	35,912	-	33,493	35,912	0%
8560	State Lottery Revenue	-	28,139	31,735	31,735	-	3,596	31,735	0%
8596	ASES	-	-	-	-	-	-	-	-
	SUBTOTAL - Other State Income	32,098	214,078	250,773	250,773	-	36,695	218,674	13%
8600	Other Local Revenue								
8699	All Other Local Revenue	-	4,120	4,120	4,120	-	-	4,120	0%
8714	SpEd Option 3	-	10,000	10,000	10,000	-	-	10,000	0%
	SUBTOTAL - Local Revenues	-	14,120	14,120	14,120	-	-	14,120	0%
8800	Donations/Fundraising								
8802	Donations - Private	3,010	-	1,100	3,010	1,910	3,010	-	100%
8803	Fundraising	-	10,000	10,000	8,090	(1,910)	(1,910)	8,090	0%
	SUBTOTAL - Fundraising and Grants	3,010	10,000	11,100	11,100	-	1,100	8,090	27%
TOTAL REVENUE		410,145	1,951,493	1,964,102	1,962,456	(1,646)	10,963	1,552,311	21%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	149,055	500,008	473,509	473,509	-	26,499	324,454	31%
1300	Certificated Supervisor & Administrator Salaries	67,224	165,373	250,789	250,789	-	(85,416)	183,565	27%
	SUBTOTAL - Certificated Employees	216,279	665,381	724,298	724,298	-	(58,917)	508,019	30%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	21,951	68,504	78,417	87,117	(8,700)	(18,613)	65,166	25%
2900	Classified Other Salaries	8,203	18,750	19,500	34,500	(15,000)	(15,750)	26,297	24%
	SUBTOTAL - Classified Employees	30,154	87,254	97,917	121,617	(23,700)	(34,363)	91,463	25%
Employee Benefits Summary									
3100	STRS	22,148	82,447	92,228	92,228	-	(9,781)	70,080	24%
3200	PERS	2,843	5,869	9,490	9,490	-	(3,621)	6,648	30%
3300	OASDI-Medicare-Alternative	8,021	17,058	17,589	19,409	(1,820)	(2,351)	11,388	41%
3400	Health & Welfare Benefits	30,250	98,213	102,936	102,936	-	(4,723)	72,686	29%
3500	Unemployment Insurance	(0)	376	3,411	3,423	(12)	(3,047)	3,423	0%
3600	Workers Comp Insurance	3,089	8,655	9,258	9,525	(267)	(870)	6,436	32%
	SUBTOTAL - Employee Benefits	66,351	212,618	234,912	237,011	(2,099)	(24,393)	170,660	28%

Magnolia Public Schools - MSA-6

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget				
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	43,195	5,000	45,000	45,000	-	(40,000)	1,805	96%
4200	Books & Other Reference Materials	-	3,000	1,000	1,000	-	2,000	1,000	0%
4320	Educational Software	11,870	20,000	14,000	14,000	-	6,000	2,130	85%
4325	Instructional Materials & Supplies	30	7,000	3,000	3,000	-	4,000	2,970	1%
4330	Office Supplies	3,489	4,200	4,200	4,200	-	-	711	83%
4335	PE Supplies	515	1,000	1,000	1,000	-	-	485	51%
4345	Non Instructional Student Materials & Supplies	1,115	3,000	3,000	3,000	-	-	1,885	37%
4346	Teacher Supplies	933	1,000	1,000	1,000	-	-	67	93%
4400	Noncapitalized Equipment	-	5,000	5,000	5,000	-	-	5,000	0%
4410	Classroom Furniture, Equipment & Supplies	133	2,000	2,000	2,000	-	-	1,867	7%
4420	Computers (individual items less than \$5k)	-	19,500	19,500	19,500	-	-	19,500	0%
4700	Food	5,188	39,483	56,076	56,076	-	(16,593)	50,888	9%
	SUBTOTAL - Books and Supplies	66,466	110,183	154,776	154,776	-	(44,593)	88,310	43%
5000	Services & Other Operating Expenses								
5101	CMO Fees	24,305	72,914	135,493	134,048	1,445	(61,134)	109,743	18%
5102	Direct CMO Fee (Shared Staff)	-	12,485	13,750	13,341	409	(856)	13,341	0%
5200	Travel & Conferences	-	3,000	-	-	-	3,000	-	
5215	Travel - Mileage, Parking, Tolls	231	1,000	1,000	1,000	-	-	769	23%
5220	Travel and Lodging	-	-	3,000	3,000	-	(3,000)	3,000	0%
5300	Dues & Memberships	935	1,000	1,000	1,000	-	-	65	94%
5450	Insurance - Other	4,927	9,000	9,838	9,838	-	(838)	4,911	50%
5500	Operations & Housekeeping	216	4,000	4,000	4,000	-	-	3,784	5%
5510	Utilities - Gas and Electric	1,568	7,000	7,000	7,000	-	-	5,432	22%
5605	Equipment Leases	1,019	4,800	4,800	4,800	-	-	3,781	21%
5610	Rent	47,000	114,000	113,500	113,500	-	500	66,500	41%
5615	Repairs and Maintenance - Building	(79)	2,000	2,000	2,000	-	-	2,079	-4%
5803	Accounting Fees	-	4,500	4,500	4,500	-	-	4,500	0%
5809	Banking Fees	64	500	500	500	-	-	436	13%
5819	School Programs - Other	-	5,000	5,000	5,000	-	-	5,000	0%
5820	Consultants - Non Instructional - Custom 1	-	2,000	8,000	8,000	-	(6,000)	8,000	0%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget						
	Actual		September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent	
	Actual YTD	Approved Budget							
SUMMARY									
Revenue									
LCFF Entitlement	587,303	2,671,595	2,670,902	2,670,902	-	(693)	2,083,599	22%	
Federal Revenue	42,968	346,072	424,283	423,748	(535)	77,676	380,780	10%	
Other State Revenues	151,700	578,580	619,486	619,891	406	41,312	468,191	24%	
Local Revenues	13,876	54,198	69,152	77,771	8,619	23,573	63,895	18%	
Fundraising and Grants	3,667	50,000	25,000	25,000	-	(25,000)	21,333	15%	
Total Revenue	799,514	3,700,444	3,808,822	3,817,312	8,490	116,868	3,017,798	21%	
Expenses									
Compensation and Benefits	522,405	1,710,715	1,761,013	1,763,818	(2,805)	(53,103)	1,241,413	30%	
Books and Supplies	134,391	333,447	307,908	307,908	-	25,540	173,516	44%	
Services and Other Operating Expenditures	453,537	1,557,568	1,665,683	1,648,794	16,889	(91,226)	1,195,257	28%	
Depreciation	15,009	45,027	36,918	36,918	-	8,109	21,909	41%	
Total Expenses	1,125,342	3,646,756	3,771,521	3,757,437	14,084	(110,681)	2,632,095	30%	
Operating Income	(325,827)	53,688	37,301	59,876	22,575	6,188	385,703	-544%	
Fund Balance									
Beginning Balance (Unaudited)	939,109	922,760	939,109	939,109				100%	
Audit Adjustment	8,243	-	11,647	8,243				100%	
Beginning Balance (Audited)	947,352	922,760	950,756	947,352				100%	
Operating Income (including Depreciation)	(325,827)	53,688	37,301	59,876				-544%	
Ending Fund Balance	621,525	976,448	988,057	1,007,228				62%	
Capital Outlay	-	60,000	198,325	198,325				-	
Operating Income (Less July Payroll)									
Total ADA		291.4	291.4	291.4				0%	

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	316,336	1,804,821	1,734,401	1,734,401	-	(70,420)	1,418,065	18%
8012	Education Protection Account Entitlement	87,841	387,438	373,293	373,293	-	(14,146)	285,452	24%
8019	State Aid - Prior Years	282	-	282	282	-	282	-	100%
8096	Charter Schools in Lieu of Property Taxes	182,844	479,335	562,926	562,926	-	83,591	380,082	32%
SUBTOTAL - LCFF Entitlement		587,303	2,671,595	2,670,902	2,670,902	-	(693)	2,083,599	22%
8100 Federal Revenue									
8181	Special Education - Entitlement	18,255	56,829	53,691	53,691	-	(3,137)	35,436	34%
8220	Child Nutrition Programs	-	169,792	108,250	108,250	-	(61,543)	108,250	0%
8291	Title I	21,177	80,679	84,709	84,709	-	4,030	63,532	25%
8292	Title II	-	1,258	1,258	1,127	(131)	(131)	1,127	0%
8293	Title III	-	313	404	-	(404)	(313)	-	
8296	Other Federal Revenue	3,090	37,200	175,525	175,525	-	138,325	172,435	2%
8297	PY Federal - Not Accrued	446	-	446	446	-	446	-	100%
SUBTOTAL - Federal Income		42,968	346,072	424,283	423,748	(535)	77,676	380,780	10%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	896	-	490	896	406	896	-	100%
8381	Special Education - Entitlement (State)	53,305	167,864	156,778	156,778	-	(11,085)	103,474	34%
8520	Child Nutrition - State	-	13,246	8,109	8,109	-	(5,137)	8,109	0%
8545	School Facilities Apportionments	-	196,321	189,390	189,390	-	(6,931)	189,390	0%
8550	Mandated Cost Reimbursements	-	3,937	59,638	59,638	-	55,701	59,638	0%
8560	State Lottery Revenue	-	47,212	55,080	55,080	-	7,869	55,080	0%
8596	ASES	97,500	150,000	150,000	150,000	-	-	52,500	65%
SUBTOTAL - Other State Income		151,700	578,580	619,486	619,891	406	41,312	468,191	24%

Magnolia Public Schools - MSA-7

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8634	Food Service Sales	4,724	12,449	12,449	12,449	-	-	7,724	38%
8636	Uniforms	374	8,468	8,468	8,468	-	-	8,094	4%
8682	Summer Program	-	13,600	28,554	28,554	-	14,954	28,554	0%
8690	Other Local Revenue	8,777	7,140	7,140	15,759	8,619	8,619	6,982	56%
8714	SpEd Option 3	-	12,541	12,541	12,541	-	-	12,541	0%
	SUBTOTAL - Local Revenues	13,876	54,198	69,152	77,771	8,619	23,573	63,895	18%
8800	Donations/Fundraising								
8802	Donations - Private	500	-	500	500	-	500	-	100%
8803	Fundraising	3,167	50,000	24,500	24,500	-	(25,500)	21,333	13%
	SUBTOTAL - Fundraising and Grants	3,667	50,000	25,000	25,000	-	(25,000)	21,333	15%
TOTAL REVENUE		799,514	3,700,444	3,808,822	3,817,312	8,490	116,868	3,017,798	21%

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget					Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance	Variance			
					(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)			
SUMMARY									
Revenue									
LCFF Entitlement	1,021,813	4,438,632	4,442,047	4,442,047	-	3,415	3,420,234	23%	
Federal Revenue	82,118	296,081	298,060	297,469	(591)	1,388	215,351	28%	
Other State Revenues	92,160	508,978	613,166	613,166	-	104,188	521,006	15%	
Local Revenues	1,452	90,229	76,430	76,430	-	(13,799)	74,979	2%	
Fundraising and Grants	1,095	20,000	20,000	20,000	-	-	18,906	5%	
Total Revenue	1,198,638	5,353,920	5,449,704	5,449,113	(591)	95,192	4,250,474	22%	
Expenses									
Compensation and Benefits	905,930	2,842,777	2,815,971	2,816,434	(463)	26,343	1,910,504	32%	
Books and Supplies	92,855	297,700	420,157	420,157	-	(122,457)	327,302	22%	
Services and Other Operating Expenditures	500,643	2,081,816	2,164,162	2,153,949	10,213	(72,133)	1,653,306	23%	
Depreciation	22,719	68,156	84,873	84,873	-	(16,717)	62,154	27%	
Total Expenses	1,522,147	5,290,449	5,485,163	5,475,413	9,750	(184,964)	3,953,266	28%	
Operating Income	(323,509)	63,471	(35,459)	(26,301)	9,159	(89,771)	297,208	1230%	
Fund Balance									
Beginning Balance (Unaudited)	3,061,348	3,019,921	3,061,348	3,061,348				100%	
Audit Adjustment	(57,173)	-	(56,481)	(57,173)				100%	
Beginning Balance (Audited)	3,004,175	3,019,921	3,004,867	3,004,175				100%	
Operating Income (including Depreciation)	(323,509)	63,471	(35,459)	(26,301)				1230%	
Ending Fund Balance	2,680,666	3,083,391	2,969,407	2,977,874				90%	
Capital Outlay	77,808	84,000	84,000	84,000				1	
Operating Income (Less July Payroll)									
			85,506	94,664					
Total ADA		477.7	477.7	477.7				0%	

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget				Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)		
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	550,179	2,995,658	2,885,592	2,885,592	-	(110,066)	2,335,413	19%
8012	Education Protection Account Entitlement	156,481	657,309	633,310	633,310	-	(23,999)	476,829	25%
8019	State Aid - Prior Years	468	-	468	468	-	468	-	100%
8096	Charter Schools in Lieu of Property Taxes	314,685	785,666	922,677	922,677	-	137,012	607,992	34%
SUBTOTAL - LCFF Entitlement		1,021,813	4,438,632	4,442,047	4,442,047	-	3,415	3,420,234	23%
8100 Federal Revenue									
8181	Special Education - Entitlement	31,418	93,147	92,406	92,406	-	(741)	60,988	34%
8291	Title I	50,673	200,332	202,691	202,691	-	2,359	152,018	25%
8292	Title II	-	2,451	2,451	2,345	(106)	(106)	2,345	0%
8293	Title III	-	151	485	-	(485)	(151)	-	
8297	PY Federal - Not Accrued	27	-	27	27	-	27	-	100%
SUBTOTAL - Federal Income		82,118	296,081	298,060	297,469	(591)	1,388	215,351	28%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	420	-	420	420	-	420	-	100%
8381	Special Education - Entitlement (State)	91,740	275,141	269,825	269,825	-	(5,316)	178,084	34%
8550	Mandated Cost Reimbursements	-	6,453	102,641	102,641	-	96,187	102,641	0%
8560	State Lottery Revenue	-	77,383	90,281	90,281	-	12,897	90,281	0%
8596	ASES	-	150,000	150,000	150,000	-	-	150,000	0%
SUBTOTAL - Other State Income		92,160	508,978	613,166	613,166	-	104,188	521,006	15%

Magnolia Public Schools - MSA-8

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget		Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget				
8600	Other Local Revenue								
8636	Uniforms	-	30,662	-	-	-	(30,662)	-	
8682	Summer Program	-	13,600	30,463	30,463	-	16,863	30,463	0%
8693	Field Trips	-	10,200	10,200	10,200	-	-	10,200	0%
8699	All Other Local Revenue	1,452	18,692	18,692	18,692	-	-	17,240	8%
8714	SpEd Option 3	-	17,075	17,075	17,075	-	-	17,075	0%
	SUBTOTAL - Local Revenues	1,452	90,229	76,430	76,430	-	(13,799)	74,979	2%
8800	Donations/Fundraising								
8803	Fundraising	1,095	20,000	20,000	20,000	-	-	18,906	5%
	SUBTOTAL - Fundraising and Grants	1,095	20,000	20,000	20,000	-	-	18,906	5%
TOTAL REVENUE		1,198,638	5,353,920	5,449,704	5,449,113	(591)	95,192	4,250,474	22%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget					
	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
LCFF Entitlement	504,906	4,595,312	5,598,518	5,477,274	(121,244)	881,962	4,972,368	9%
Federal Revenue	11,907	394,527	698,297	698,055	(242)	303,528	686,148	2%
Other State Revenues	24,729	345,918	560,343	553,582	(6,761)	207,663	528,853	4%
Local Revenues	3,494	16,505	16,838	17,235	397	731	13,741	20%
Fundraising and Grants	17,356	22,000	22,000	22,000	-	-	4,644	79%
Total Revenue	562,391	5,374,262	6,895,996	6,768,146	(127,850)	1,393,884	6,205,755	8%
Expenses								
Compensation and Benefits	968,403	3,059,757	3,849,454	3,790,797	58,658	(731,040)	2,822,394	26%
Books and Supplies	394,378	691,730	896,125	866,125	30,000	(174,395)	471,748	46%
Services and Other Operating Expenditures	479,517	1,775,769	2,137,750	2,090,804	46,946	(315,035)	1,611,287	23%
Depreciation	132,411	397,234	363,466	363,466	-	33,767	231,055	36%
Total Expenses	1,974,709	5,924,489	7,246,796	7,111,192	135,603	(1,186,703)	5,136,483	28%
Operating Income	(1,412,318)	(550,228)	(350,800)	(343,047)	7,753	207,181	1,069,271	412%
Fund Balance								
Beginning Balance (Unaudited)	8,291,101	8,212,887	8,291,101	8,291,101				100%
Audit Adjustment	7,820	-	-	7,820				100%
Beginning Balance (Audited)	8,298,921	8,212,887	8,291,101	8,298,921				100%
Operating Income (including Depreciation)	(1,412,318)	(550,228)	(350,800)	(343,047)				412%
Ending Fund Balance	6,886,603	7,662,659	7,940,302	7,955,874				87%
Capital Outlay	-	13,389,061	77,875	77,875				-
Operating Income (Less July Payroll)								
			(305,671)	(297,918)				
Total ADA		511.5	622.4	606.0				0%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	430,853	3,517,160	4,295,901	4,208,989	(86,911)	691,829	3,778,137	10%
8012	Education Protection Account Entitlement	7,167	102,290	124,485	121,204	(3,281)	18,914	114,037	6%
8096	Charter Schools in Lieu of Property Taxes	66,886	975,862	1,178,132	1,147,081	(31,052)	171,219	1,080,195	6%
SUBTOTAL - LCFF Entitlement		504,906	4,595,312	5,598,518	5,477,274	(121,244)	881,962	4,972,368	9%
8100 Federal Revenue									
8181	Special Education - Entitlement	-	17,061	18,000	18,000	-	939	18,000	0%
8220	Child Nutrition Programs	-	183,550	227,287	227,287	-	43,737	227,287	0%
8291	Title I	8,155	134,489	134,489	134,489	-	0	126,334	6%
8292	Title II	-	2,362	2,362	2,362	-	-	2,362	0%
8293	Title III	-	2,665	242	-	(242)	(2,665)	-	-
8296	Other Federal Revenue	3,590	54,400	54,400	54,400	-	-	50,810	7%
8297	PY Federal - Not Accrued	162	-	162	162	-	162	-	100%
8298	Implementation Grant	-	-	261,355	261,355	-	261,355	261,355	0%
SUBTOTAL - Federal Income		11,907	394,527	698,297	698,055	(242)	303,528	686,148	2%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	4,878	-	-	4,878	4,878	4,878	-	100%
8381	Special Education - Entitlement (State)	19,851	245,368	313,080	304,828	(8,252)	59,460	284,977	7%
8520	Child Nutrition - State	-	7,396	14,137	14,137	-	6,742	14,137	0%
8550	Mandated Cost Reimbursements	-	10,299	40,487	40,201	(287)	29,901	40,201	0%
8560	State Lottery Revenue	-	82,855	117,638	114,538	(3,101)	31,683	114,538	0%
8590	All Other State Revenue	-	-	75,000	75,000	-	75,000	75,000	0%
SUBTOTAL - Other State Income		24,729	345,918	560,343	553,582	(6,761)	207,663	528,853	4%

Magnolia Public Schools - MSA-SA

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8634	Food Service Sales	2,514	15,900	15,900	15,900	-	-	13,386	16%
8636	Uniforms	397	-	-	397	397	397	-	100%
8660	Interest	249	533	533	533	-	-	284	47%
8690	Other Local Revenue	334	-	334	334	-	334	-	100%
8699	All Other Local Revenue	-	71	71	71	-	-	71	0%
	SUBTOTAL - Local Revenues	3,494	16,505	16,838	17,235	397	731	13,741	20%
8800	Donations/Fundraising								
8802	Donations - Private	17,356	-	3,781	17,356	13,575	17,356	-	100%
8803	Fundraising	-	22,000	18,219	4,644	(13,575)	(17,356)	4,644	0%
	SUBTOTAL - Fundraising and Grants	17,356	22,000	22,000	22,000	-	-	4,644	79%
TOTAL REVENUE		562,391	5,374,262	6,895,996	6,768,146	(127,850)	1,393,884	6,205,755	8%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of most recent monthly close

	Budget vs. Actual		Budget					
	Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
LCFF Entitlement	797,327	3,365,610	3,065,431	3,065,431	-	(300,179)	2,268,104	26%
Federal Revenue	6,703	133,928	140,141	139,972	(169)	6,044	133,269	5%
Other State Revenues	61,525	301,331	374,633	380,036	5,403	78,704	318,511	16%
Local Revenues	50,032	55,036	88,597	88,597	-	33,561	38,565	56%
Fundraising and Grants	17,025	20,000	20,000	20,000	-	-	2,975	85%
Total Revenue	932,612	3,875,905	3,688,802	3,694,036	5,234	(181,869)	2,761,424	25%
Expenses								
Compensation and Benefits	682,191	2,155,725	2,242,191	2,253,786	(11,595)	(98,061)	1,571,596	30%
Books and Supplies	47,242	163,559	179,076	179,076	-	(15,517)	131,834	26%
Services and Other Operating Expenditures	348,168	1,325,125	1,198,019	1,199,279	(1,260)	125,846	851,111	29%
Depreciation	14,873	44,619	39,460	39,460	-	5,159	24,587	38%
Total Expenses	1,092,474	3,689,029	3,658,747	3,671,602	(12,855)	17,427	2,579,128	30%
Operating Income	(159,863)	186,876	30,055	22,434	(7,621)	(164,442)	182,297	-713%
Fund Balance								
Beginning Balance (Unaudited)	1,173,620	1,053,661	1,173,620	1,173,620				100%
Audit Adjustment	961	-	-	961				100%
Beginning Balance (Audited)	1,174,581	1,053,661	1,173,620	1,174,581				100%
Operating Income (including Depreciation)	(159,863)	186,876	30,055	22,434				-713%
Ending Fund Balance	1,014,719	1,240,537	1,203,676	1,197,015				85%
Capital Outlay								
	-	-	-	-				
Operating Income (Less July Payroll)								
			129,989	122,368				
Total ADA		453.6	413.0	413.0				0%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools LCFF - State Aid	240,492	812,986	514,613	514,613	-	(298,372)	274,121	47%
8012	Education Protection Account Entitlement	45,181	623,404	546,969	546,969	-	(76,435)	501,788	8%
8096	Charter Schools in Lieu of Property Taxes	511,654	1,929,220	2,003,849	2,003,849	-	74,629	1,492,195	26%
SUBTOTAL - LCFF Entitlement		797,327	3,365,610	3,065,431	3,065,431	-	(300,179)	2,268,104	26%
8100 Federal Revenue									
8181	Special Education - Entitlement	-	48,937	52,875	52,875	-	3,938	52,875	0%
8220	Child Nutrition Programs	-	24,079	24,125	24,125	-	46	24,125	0%
8291	Title I	6,703	24,624	26,810	26,810	-	2,187	20,107	25%
8292	Title II	-	669	669	662	(7)	(7)	662	0%
8293	Title III	-	120	162	-	(162)	(120)	-	0%
8296	Other Federal Revenue	-	35,500	35,500	35,500	-	-	35,500	0%
SUBTOTAL - Federal Income		6,703	133,928	140,141	139,972	(169)	6,044	133,269	5%
8300 Other State Revenues									
8319	Other State Apportionments - Prior Years	5,468	-	65	5,468	5,403	5,468	-	100%
8381	Special Education - Entitlement (State)	56,057	221,038	207,749	207,749	-	(13,289)	151,692	27%
8520	Child Nutrition - State	-	3,881	1,872	1,872	-	(2,009)	1,872	0%
8550	Mandated Cost Reimbursements	-	2,938	86,886	86,886	-	83,948	86,886	0%
8560	State Lottery Revenue	-	73,475	78,061	78,061	-	4,586	78,061	0%
SUBTOTAL - Other State Income		61,525	301,331	374,633	380,036	5,403	78,704	318,511	16%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
8600	Other Local Revenue								
8636	Uniforms	-	-	-	-	-	-	-	
8660	Interest	552	1,836	1,836	1,836	-	-	1,284	30%
8682	Summer Program	-	10,200	20,404	20,404	-	10,204	20,404	0%
8690	Other Local Revenue	15,599	-	23,337	23,337	-	23,337	7,738	67%
8693	Field Trips	33,860	43,000	43,000	43,000	-	-	9,140	79%
8699	All Other Local Revenue	20	-	20	20	-	20	-	100%
8999	Uncategorized Revenue	-	-	-	-	-	-	-	
	SUBTOTAL - Local Revenues	50,032	55,036	88,597	88,597	-	33,561	38,565	56%
8800	Donations/Fundraising								
8803	Fundraising	17,025	20,000	20,000	20,000	-	-	2,975	85%
	SUBTOTAL - Fundraising and Grants	17,025	20,000	20,000	20,000	-	-	2,975	85%
TOTAL REVENUE		932,612	3,875,905	3,688,802	3,694,036	5,234	(181,869)	2,761,424	25%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1100	Teachers Salaries	343,393	1,264,738	1,132,399	1,132,399	-	132,338	789,006	30%
1300	Certificated Supervisor & Administrator Salaries	117,904	338,000	353,586	393,114	(39,528)	(55,114)	275,209	30%
SUBTOTAL - Certificated Employees		461,297	1,602,738	1,485,985	1,525,513	(39,528)	77,224	1,064,216	30%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	49,881	62,033	152,183	152,183	-	(90,149)	102,302	33%
2900	Classified Other Salaries	18,075	32,842	102,543	71,352	31,190	(38,511)	53,277	25%
SUBTOTAL - Classified Employees		67,956	94,875	254,725	223,535	31,190	(128,660)	155,579	30%
Employee Benefits Summary									
3100	STRS	49,073	188,731	183,050	188,023	(4,973)	708	138,949	26%
3200	PERS	8,610	12,185	28,669	28,669	0	(16,483)	20,059	30%
3300	OASDI-Medicare-Alternative	14,390	36,871	43,250	41,437	1,813	(4,566)	27,047	35%
3400	Health & Welfare Benefits	72,209	202,500	224,040	224,040	-	(21,540)	151,831	32%
3500	Unemployment Insurance	909	849	2,870	2,875	(4)	(2,026)	1,966	32%
3600	Workers Comp Insurance	7,746	16,976	19,600	19,694	(94)	(2,718)	11,948	39%
SUBTOTAL - Employee Benefits		152,937	458,112	501,480	504,738	(3,258)	(46,625)	351,801	30%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	18,074	10,000	18,074	18,074	-	(8,074)	-	100%
4200	Books & Other Reference Materials	225	10,000	10,000	10,000	-	-	9,775	2%
4315	Custodial Supplies	2,038	9,000	6,000	6,000	-	3,000	3,962	34%
4320	Educational Software	-	15,000	15,000	15,000	-	-	15,000	0%
4325	Instructional Materials & Supplies	1,656	18,700	18,700	18,700	-	-	17,044	9%
4326	Art & Music Supplies	326	2,200	2,200	2,200	-	-	1,874	15%
4330	Office Supplies	8,820	32,200	32,200	32,200	-	-	23,380	27%
4335	PE Supplies	1,312	5,000	4,000	4,000	-	1,000	2,688	33%
4345	Non Instructional Student Materials & Supplies	1,412	6,000	6,000	6,000	-	-	4,588	24%
4346	Teacher Supplies	854	-	1,000	1,000	-	(1,000)	146	85%
4350	Uniforms	-	-	13,337	13,337	-	(13,337)	13,337	0%
4410	Classroom Furniture, Equipment & Supplies	4,023	10,000	10,000	10,000	-	-	5,977	40%
4420	Computers (individual items less than \$5k)	2,024	15,500	10,000	10,000	-	5,500	7,976	20%
4430	Non Classroom Related Furniture, Equipment & St	3,269	-	3,269	3,269	-	(3,269)	-	100%
4700	Food	1,799	27,959	27,297	27,297	-	662	25,498	7%
4720	Other Food	1,413	2,000	2,000	2,000	-	-	587	71%
	SUBTOTAL - Books and Supplies	47,242	163,559	179,076	179,076	-	(15,517)	131,834	26%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses								
5101	CMO Fees	123,406	370,217	337,197	337,197	-	33,020	213,792	37%
5102	Direct CMO Fee (Shared Staff)	-	42,738	41,118	41,636	(518)	1,102	41,636	0%
5210	Conference Fees	80	5,000	5,000	5,000	-	-	4,920	2%
5215	Travel - Mileage, Parking, Tolls	877	7,000	7,000	7,000	-	-	6,123	13%
5220	Travel and Lodging	7,212	20,000	20,000	20,000	-	-	12,788	36%
5300	Dues & Memberships	935	5,400	5,400	5,400	-	-	4,465	17%
5450	Insurance - Other	9,293	19,000	18,580	18,580	-	420	9,287	50%
5500	Operations & Housekeeping	2,535	-	5,000	5,000	-	(5,000)	2,465	51%
5510	Utilities - Gas and Electric	5,901	37,200	30,000	30,000	-	7,200	24,099	20%
5605	Equipment Leases	4,034	10,000	10,000	10,000	-	-	5,966	40%
5610	Rent	125,000	345,000	320,000	320,000	-	25,000	195,000	39%
5615	Repairs and Maintenance - Building	10,007	35,000	15,000	15,000	-	20,000	4,993	67%
5617	Repairs and Maintenance - Other Equipment	727	5,000	5,000	5,000	-	-	4,273	15%
5803	Accounting Fees	-	5,000	5,000	5,000	-	-	5,000	0%
5809	Banking Fees	64	1,000	1,000	1,000	-	-	936	6%
5814	School Programs - Academic Competitions	400	5,000	5,000	5,000	-	-	4,600	8%
5819	School Programs - Other	-	600	600	600	-	-	600	0%

Magnolia Public Schools - MSA-SD

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
5820	Consultants - Non Instructional - Custom 1	-	40,000	-	-	-	40,000	-	
5822	Consultants - Non Instructional - Custom 3	528	26,503	26,503	26,503	-	-	25,976	2%
5824	District Oversight Fees	-	33,656	30,654	30,654	-	3,002	30,654	0%
5830	Field Trips Expenses	-	45,000	45,000	45,000	-	-	45,000	0%
5845	Legal Fees	-	25,000	25,000	25,000	-	-	25,000	0%
5851	Marketing and Student Recruiting	5,776	24,000	24,000	24,000	-	-	18,224	24%
5857	Payroll Fees	4,584	18,000	18,000	18,000	-	-	13,416	25%
5861	Prior Yr Exp (not accrued)	7,572	-	6,831	7,572	(742)	(7,572)	-	100%
5863	Professional Development	1,230	17,100	19,000	19,000	-	(1,900)	17,770	6%
5869	Special Education Contract Instructors	919	70,000	55,000	55,000	-	15,000	54,081	2%
5872	Special Education Encroachment	-	-	10,425	10,425	-	(10,425)	10,425	0%
5875	Staff Recruiting	-	1,911	1,911	1,911	-	-	1,911	0%
5884	Substitutes	2,611	25,000	19,000	19,000	-	6,000	16,389	14%
5887	Technology Services	28,016	43,800	43,800	43,800	-	-	15,784	64%
5900	Communications	4,199	42,000	42,000	37,000	5,000	5,000	32,801	11%
5915	Postage and Delivery	2,264	-	-	5,000	(5,000)	(5,000)	2,736	45%
SUBTOTAL - Services & Other Operating Exp.		348,168	1,325,125	1,198,019	1,199,279	(1,260)	125,846	851,111	29%
6000	Capital Outlay								
SUBTOTAL - Capital Outlay		-	-	-	-	-	-	-	
TOTAL EXPENSES		1,077,601	3,644,410	3,619,286	3,632,141	(12,855)	12,269	2,554,540	30%
6900	Total Depreciation (includes Prior Years)	14,873	44,619	39,460	39,460	-	5,159	24,587	38%
TOTAL EXPENSES including Depreciation		1,092,474	3,689,029	3,658,747	3,671,602	(12,855)	17,427	2,579,128	30%

MERF

Budget vs. Actuals

As of most recent monthly close

	Budget vs.		Budget					
	Actual		September Financials	Proposed Revised Budget	Variance	Variance	Forecast Remaining	% of Forecast Spent
	Actual YTD	Approved Budget			(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)		
SUMMARY								
Revenue								
Local Revenues	2,012,012	6,242,850	6,573,863	6,509,467	(64,396)	266,617	4,497,455	31%
Fundraising and Grants	3,000	150,000	150,000	150,000	-	-	147,000	2%
Total Revenue	2,015,012	6,392,850	6,723,863	6,659,467	(64,396)	266,617	4,644,455	30%
Expenses								
Compensation and Benefits	1,271,030	3,467,487	3,799,884	3,720,949	78,935	(253,462)	2,449,919	34%
Books and Supplies	20,453	75,821	82,620	82,620	-	(6,799)	62,167	25%
Services and Other Operating Expenditures	923,746	2,537,455	2,776,427	2,790,966	(14,539)	(253,511)	1,867,221	33%
Depreciation	2,556	7,666	1,440	1,440	-	6,226	(1,116)	177%
Total Expenses	2,217,784	6,088,429	6,660,372	6,595,975	64,396	(507,547)	4,378,191	34%
Operating Income	(202,773)	304,421	63,491	63,491	0	(240,930)	266,264	-319%
Fund Balance								
Beginning Balance (Unaudited)	(285,175)	(285,175)	(285,175)	(285,175)				100%
Audit Adjustment	315,263	315,263	315,263	315,263				100%
Beginning Balance (Audited)	30,088	30,088	30,088	30,088				100%
Operating Income	(202,773)	304,421	63,491	63,491				-319%
Ending Fund Balance	(172,685)	334,509	93,579	93,579				-185%
Capital Outlay	-	-	-	-				

MERF

Budget vs. Actuals

As of most recent monthly close

Budget vs. Actual		Budget						
Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent	

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual		September	Proposed Revised	Variance	Variance	Forecast	% of Forecast
		Actual YTD	Approved Budget	Financials	Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent
8600	Other Local Revenue								
8690	Other Local Revenue	1,997	-	1,997	1,997	-	1,997	-	100%
8699	All Other Local Revenue	21,216	-	22,741	21,216	(1,525)	21,216	-	100%
8701	CMO Fee - MSA-1	324,064	972,192	959,744	949,506	(10,238)	(22,685)	625,442	34%
8702	CMO Fee - MSA-2	324,064	972,192	903,288	893,653	(9,635)	(78,539)	569,589	36%
8703	CMO Fee - MSA-3	269,378	881,049	869,415	860,141	(9,274)	(20,908)	590,763	31%
8704	CMO Fee - MSA-4	48,610	72,914	135,493	134,048	(1,445)	61,134	85,438	36%
8705	CMO Fee - MSA-5	24,305	72,914	135,493	134,048	(1,445)	61,134	109,743	18%
8706	CMO Fee - MSA-6	24,305	72,914	135,493	134,048	(1,445)	61,134	109,743	18%
8707	CMO Fee - MSA-7	202,540	607,620	677,466	670,240	(7,227)	62,620	467,700	30%
8708	CMO Fee - MSA-8	324,064	972,192	1,038,782	1,027,701	(11,081)	55,509	703,637	32%
8709	CMO Fee - MSA-SA	324,064	972,192	1,038,782	1,027,701	(11,081)	55,509	703,637	32%
8712	CMO Fee - MSA-SD	123,406	370,217	337,197	337,197	-	(33,020)	213,792	37%
8713	Direct CMO Fee (Shared Staff)	-	276,455	317,971	317,971	-	41,515	317,971	0%
	SUBTOTAL - Local Revenues	2,012,012	6,242,850	6,573,863	6,509,467	(64,396)	266,617	4,497,455	31%
8800	Donations/Fundraising								
8802	Donations - Private	2,000	150,000	149,000	149,000	-	(1,000)	147,000	1%
8803	Fundraising	1,000	-	1,000	1,000	-	1,000	-	100%
	SUBTOTAL - Fundraising and Grants	3,000	150,000	150,000	150,000	-	-	147,000	2%
TOTAL REVENUE		2,015,012	6,392,850	6,723,863	6,659,467	(64,396)	266,617	4,644,455	30%

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
EXPENSES									
Compensation & Benefits									
Certificated Employees Summary									
1300	Certificated Supervisor & Administrator Salaries	214,600	592,000	664,134	664,134	-	(72,134)	449,534	32%
SUBTOTAL - Certificated Employees		214,600	592,000	664,134	664,134	-	(72,134)	449,534	32%
Classified Employees Summary									
2400	Classified Clerical & Office Salaries	771,213	2,097,761	2,221,309	2,152,521	68,788	(54,760)	1,381,308	36%
2900	Classified Other Salaries	56,764	180,200	176,227	173,827	2,400	6,373	117,064	33%
SUBTOTAL - Classified Employees		827,976	2,277,961	2,397,537	2,326,348	71,188	(48,387)	1,498,372	36%
Employee Benefits Summary									
3100	STRS	25,244	44,282	94,474	94,474	-	(50,192)	69,230	27%
3200	PERS	2,548	-	10,198	10,198	-	(10,198)	7,650	25%
3300	OASDI-Medicare-Alternative	61,878	197,565	186,830	181,377	5,453	16,188	119,499	34%
3400	Health & Welfare Benefits	90,908	226,800	281,032	282,666	(1,633)	(55,866)	191,758	32%
3500	Unemployment Insurance	922	13,034	16,853	16,207	647	(3,173)	15,285	6%
3600	Workers Comp Insurance	16,267	28,700	34,474	33,673	802	(4,973)	17,406	48%
3700	Retiree Benefits	30,687	87,146	114,351	111,873	2,479	(24,727)	81,186	27%
SUBTOTAL - Employee Benefits		228,454	597,526	738,214	730,467	7,747	(132,941)	502,014	31%

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs. Actual		Budget					
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	Variance (Previous vs. Proposed Budget)	Variance (Budget vs. Proposed Budget)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	-	1,020	977	977	-	43	977	0%
4200	Books & Other Reference Materials	43	-	43	43	-	(43)	-	100%
4320	Educational Software	-	19,000	-	-	-	19,000	-	
4325	Instructional Materials & Supplies	-	102	-	-	-	102	-	
4330	Office Supplies	4,845	9,099	20,000	20,000	-	(10,901)	15,155	24%
4400	Noncapitalized Equipment	-	1,000	-	-	-	1,000	-	
4420	Computers (individual items less than \$5k)	62	5,000	10,000	10,000	-	(5,000)	9,938	1%
4720	Other Food	15,504	40,600	51,600	51,600	-	(11,000)	36,096	30%
	SUBTOTAL - Books and Supplies	20,453	75,821	82,620	82,620	-	(6,799)	62,167	25%

MERF

Budget vs. Actuals

As of most recent monthly close

		Budget vs.		Budget					
		Actual				Variance	Variance	Forecast	% of Forecast
		Actual YTD	Approved Budget	September Financials	Proposed Revised Budget	(Previous vs. Proposed Budget)	(Budget vs. Proposed Budget)	Remaining	Spent
5845	Legal Fees	112,800	215,000	300,000	300,000	-	(85,000)	187,200	38%
5848	Licenses and Other Fees	762	-	3,250	3,250	-	(3,250)	2,488	23%
5851	Marketing and Student Recruiting	17,687	70,149	73,649	73,649	-	(3,500)	55,962	24%
5857	Payroll Fees	5,728	18,000	18,000	18,000	-	-	12,272	32%
5861	Prior Yr Exp (not accrued)	72,252	-	2,179	16,717	(14,539)	(16,717)	(55,534)	432%
5863	Professional Development	20,205	100,000	105,400	105,400	-	(5,400)	85,195	19%
5864	Professional Development - Other	6,449	50,000	102,500	102,500	-	(52,500)	96,051	6%
5875	Staff Recruiting	3,360	-	21,000	21,000	-	(21,000)	17,640	16%
5887	Technology Services	43,951	65,720	78,500	78,500	-	(12,780)	34,549	56%
5900	Communications	19,162	17,340	36,000	36,000	-	(18,660)	16,838	53%
5915	Postage and Delivery	5,096	14,280	16,000	16,000	-	(1,720)	10,904	32%
	SUBTOTAL - Services & Other Operating Exp.	923,746	2,537,455	2,776,427	2,790,966	(14,539)	(253,511)	1,867,221	33%
6000	Capital Outlay								
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-	-	
	TOTAL EXPENSES	2,215,228	6,080,763	6,658,932	6,594,535	64,396	(513,773)	4,379,307	34%
6900	Total Depreciation (includes Prior Years)	2,556	7,666	1,440	1,440	-	6,226	(1,116)	177%
	TOTAL EXPENSES including Depreciation	2,217,784	6,088,429	6,660,372	6,595,975	64,396	(507,547)	4,378,191	34%



Business and Development Specialists
for Charter Schools

MEMORANDUM

TO: Caprice Young, CEO, Magnolia Public Schools
FROM: EdTec
SUBJECT: September 2016 Financial Presentation and Proposed Budget Revisions
DATE: 10/27/16

SUMMARY OF RESULTS – CONSOLIDATED PROPOSED REVISED BUDGET (I.E. CURRENT FORECAST) VS. BOARD APPROVED BUDGET

For purposes of this narrative, the Current Forecast is the Proposed Revised Budget. Any reference to the Current Forecast is referring to the Proposed Revised Budget.

MAGNOLIA PUBLIC SCHOOLS - CONSOLIDATED

Board Approved Budget vs. Proposed Budget

	Budget		
	Approved Budget	Proposed Revised Budget (Current Forecast)	(Approved Budget vs. Proposed Budget)
SUMMARY			
Revenue			
LCFF Entitlement	33,973,830	34,694,023	720,193
Federal Revenue	3,351,379	4,447,195	1,095,816
Other State Revenues	4,188,588	5,412,796	1,224,209
Local Revenues	6,682,886	7,227,620	544,734
Fundraising and Grants	382,518	374,189	(8,329)
Total Revenue	48,579,200	52,155,823	3,576,622
Expenses			
Compensation and Benefits	25,599,982	28,166,013	(2,566,031)
Books and Supplies	3,270,502	3,879,681	(609,179)
Services and Other Operating Expenditures	17,681,744	18,735,391	(1,053,647)
Depreciation	823,259	806,605	16,654
Total Expenses	47,375,486	51,587,690	(4,212,204)
Operating Income	1,203,714	568,132	(635,582)
Fund Balance			
Beginning Balance (Unaudited)	20,766,592	20,749,322	
Audit Adjustment	315,263	(34,763)	
Beginning Balance (Audited)	21,081,855	20,714,559	
Operating Income (including Depreciation)	1,203,714	568,132	
Ending Fund Balance	22,285,569	21,282,691	
Operating Income (Less July Payroll)	1,203,714	1,669,735	466,021

	2016/17 Current	2016/17 Forecast - MSA-1	2016/17 Forecast - MSA-2	2016/17 Forecast - MSA-3	2016/17 Forecast - MSA-4	2016/17 Forecast - MSA-5	2016/17 Forecast - MSA-6	2016/17 Forecast - MSA-7	2016/17 Forecast - MSA-8	2016/17 Forecast - MSA-SA	2016/17 Forecast - MSA-SD	2016/17 Forecast - MSA-SC	2016/17 Current Forecast - MERF	2016/17 Current Forecast - Total
SUMMARY														
Revenue														
LCOFF Entitlement	5,311,771	4,285,683	4,303,143	1,827,963	1,663,461	1,525,104	2,670,902	4,442,047	5,598,518	3,065,431	-	-	-	34,694,023
Federal Revenue	1,196,325	575,303	489,839	246,704	215,237	163,005	424,283	298,060	698,297	140,141	-	-	-	4,447,195
Other State Revenues	1,150,509	542,429	866,336	255,013	180,109	250,773	619,486	613,166	560,343	374,633	-	-	-	5,412,796
Local Revenues	91,628	68,329	42,516	27,027	159,120	14,120	69,152	76,430	16,838	88,597	-	-	6,573,863	7,227,620
Fundraising and Grants	66,475	27,722	19,018	12,374	500	11,100	25,000	20,000	22,000	20,000	-	-	150,000	374,189
Total Revenue	7,816,707	5,499,466	5,720,853	2,369,081	2,218,427	1,964,102	3,808,822	5,449,704	6,895,996	3,688,802	-	-	6,723,863	52,155,823
Expenses														
Compensation and Benefits	3,789,975	3,177,145	3,243,160	1,211,281	1,218,812	1,057,128	1,761,013	2,815,971	3,849,454	2,242,191	-	-	3,799,884	28,166,013
Books and Supplies	644,264	464,007	401,887	133,461	195,400	154,776	307,908	420,157	896,125	179,076	-	-	82,620	3,879,681
Services and Other Operating Expenditures	2,864,368	1,804,518	2,033,933	753,198	724,522	612,812	1,665,683	2,164,162	2,137,750	1,198,019	-	-	2,776,427	18,735,391
Depreciation	146,166	53,602	19,096	15,656	17,201	28,726	36,918	84,873	363,466	39,460	-	-	1,440	806,605
Total Expenses	7,444,772	5,499,272	5,698,077	2,113,595	2,155,935	1,853,441	3,771,521	5,485,163	7,246,796	3,658,747	-	-	6,660,372	51,587,690
Operating Income	371,934	194	22,776	255,486	62,492	110,661	37,301	(35,459)	(350,800)	30,055	-	-	63,491	568,132
Fund Balance														
Beginning Balance (Unaudited)	3,197,834	1,210,746	976,777	763,641	1,144,335	1,006,776	939,109	3,061,348	8,291,101	1,173,620	(730,789)	(285,175)	20,749,323	
Audit Adjustment	(36,704)	(70,204)	0	(101,416)	(48,174)	(48,693)	11,647	(56,481)	-	-	-	315,263	(34,763)	
Beginning Balance (Audited)	3,161,130	1,140,542	976,777	662,225	1,096,161	958,083	950,756	3,004,867	8,291,101	1,173,620	(730,789)	30,088	20,714,560	
Operating Income (including Depreciation)	371,934	194	22,776	255,486	62,492	110,661	37,301	(35,459)	(350,800)	30,055	-	63,491	568,132	
Ending Fund Balance	3,533,064	1,140,736	999,553	917,711	1,158,652	1,068,744	988,057	2,969,407	7,940,302	1,203,676	(730,789)	93,579	21,282,692	
Ending Fund Balance as a % of Expenses	47%	21%	18%	43%	54%	58%	26%	54%	110%	33%	-	-	1%	41%
Capital Outlay	540,000	-	70,000	-	-	-	198,325	84,000	77,875	-	-	-	-	970,200
Total ADA	522.1	442.0	443.9	186.2	177.7	167.9	291.4	477.7	622.4	413.0	0.0	0.0	0.0	3,744

Net Income forecasted for the year is \$568,132. This is a decrease \$635,582 from the board approved budget, but an increase of \$145,125 from the August forecast.

The main drivers of the changes between the original approved budget and proposed revised budget are:

- One-Time Funding added at \$200/PY ADA. Preliminary entitlements have not yet been released, and may change.
- College Readiness Block Grant Revenue (\$75,000/site) added to MSA-1, 2, 3, 4, and SA along with corresponding expenses.
- Expenses were updated based on PY actuals across all sites during budget revision meetings.
- Enrollment and FRL updated for all sites based on actual data
- Salaries updated to reflect actual staff in contracted positions and health benefits per master benefits list received from HR
- Revenue rates for Lottery, Special Ed, Title I/II, Summer Program adjusted per updated assumptions/data

ACCOMPLISHMENTS

- Budget revision meetings with all school sites and the home office
- LAUSD Oversight Visit: All requested documents were turned in on time by both MPS and EdTec
- MPS and EdTec meeting to revise capital plan with updated assumptions

OPPORTUNITIES AND RISKS

Uncategorized Revenues and Expenses

Uncategorized expenses have decreased by 100% since August, with a balance of \$0. Uncategorized revenue has increased 37%, with a balance of \$13,490. EdTec is working with office managers at school sites to gather back-up and coding. Overall, uncategorized revenue and expenses have significantly declined from FY15-16.

Emergency Checks

Emergency check requests have increased 65% since August, with 91 ECR requests in September. Many of the September emergency checks were manual payroll checks. Actions in process to further reduce emergency checks include changing billing address on all vendors to the new Home Office address and maintaining regular check-ins and open lines of communication between EdTec AP and MPS AP on a weekly basis. Reduced emergency checks will mean reduced overnight costs and less disruption to the accounts payable process.

Site	July	August	September	Trend
MERF	10	10	7	
MSA-1	8	2	8	
MSA-2	17	8	12	
MSA-3	2	3	9	
MSA-4	0	1	16	
MSA-5	0	1	5	
MSA-6	0	1	0	
MSA-7	6	2	2	
MSA-8	2	2	21	
MSA-SA	13	9	10	
MSA-SD	11	13	1	
Total	69	52	91	

Accounts Payable Submissions

Actions taken to tighten up controls around accounts payable included conducting trainings with office managers and principals in September. Continued trainings and centralizing billing to MERF in addition to weekly AP discussions with MPS are expected to continue to improve the accuracy and completeness of AP submissions. As the internal control process for submitting AP invoices more completely and accurately improves, the organization will experience faster turnaround times and more timely payments to vendors.

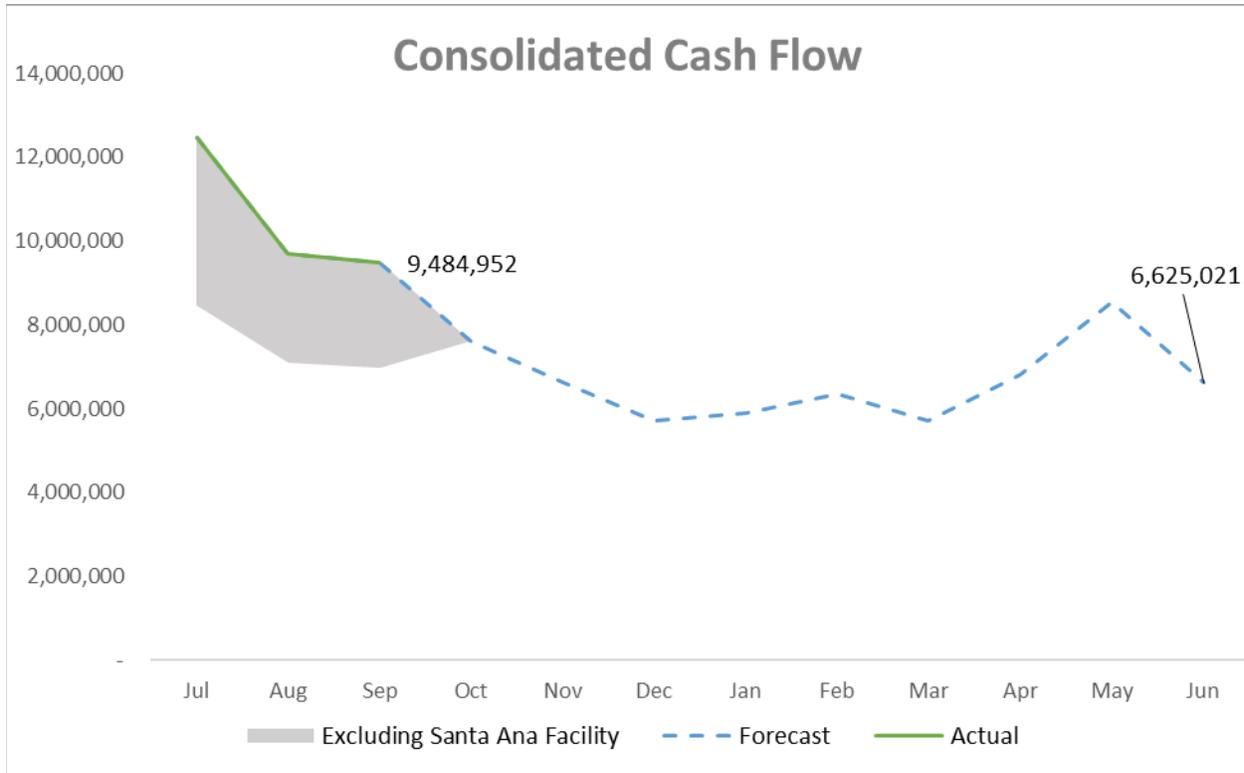
Unused PTO/Vacation not accrued

Per review of MPS policies and balance sheet, determined that there is no accrual on the books for unused vacation/sick time. This impacts only MERF employees. MPS HR has gathered the details and prepared a schedule of unused time as of 9/30/16, and this amount will be included in the current financials. An estimate of this accrual has been included in the MERF revised proposed budget. The liability will be reviewed and updated at least annually.

Capital Expenditures

Capital expenditures are currently hitting MERF as an expense, but will need to be allocated to school sites as capital costs and later depreciated. The actual classified salary and contracted actual expenses through September are likely overstated, and will be reassessed once Facility Team provides appropriate allocation.

CASH FLOW SUMMARY



The ending cash balance at 9/30 was \$9.5M, where \$2.5M was restricted Prop 1D money for MSA-Santa Ana. Projected ending cash balance at 6/30 is \$6.6M.

Cash Flow Notes

- MSA-SC loan loss will be allocated amongst MSA-5, 7, and 8
 - MSA-5: 100,000
 - MSA-7: 100,000
 - MSA-8: 591,000
- MSA-SA will need operating loans to cover cash needs until February. These have already been approved by the board.

Magnolia Science Academy - 1

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	795,374	5,251,881	5,257,390	5,311,771	54,381	59,890
Federal Revenue	28,643	695,788	702,229	1,196,325	494,095	500,537
Other State Revenues	75,952	898,245	1,025,651	1,150,509	124,857	252,264
Local Revenues	30,623	60,107	70,387	91,628	21,240	31,521
Fundraising and Grants	27,861	56,000	56,000	66,475	10,475	10,475
Total Revenue	958,453	6,962,021	7,111,658	7,816,707	705,049	854,686
Expenses						
Compensation and Benefits	891,930	3,362,064	3,772,736	3,789,975	(17,239)	(427,911)
Books and Supplies	143,963	539,025	605,196	644,264	(39,068)	(105,239)
Services and Other Operating Expenditures	826,496	2,727,983	2,731,517	2,864,368	(132,851)	(136,385)
Depreciation	45,441	181,768	146,166	146,166	-	35,602
Total Expenses	1,907,830	6,810,840	7,255,615	7,444,772	(189,157)	(633,933)
Operating Income	(949,377)	151,181	(143,957)	371,934	515,891	220,753
Fund Balance						
Beginning Balance (Unaudited)	3,197,834	3,197,834	3,197,834	3,197,834		
Audit Adjustment	(36,704)	-	(36,704)	(36,704)		
Beginning Balance (Audited)	3,161,130	3,197,834	3,161,130	3,161,130		
Operating Income (including Depreciation)	(949,377)	151,181	(143,957)	371,934		
Ending Fund Balance	2,211,753	3,349,015	3,017,173	3,533,064		
Capital Outlay	27,331	100,000	100,000	540,000		
Operating Income (Less July Payroll)				570,296		
Total ADA		518.2	518.2	522.1		

Summary of Results

Forecasting a net income of \$371,934, an increase of \$220,753 from the board approved budget and an increase of \$515,891 from the August Forecast. Enrollment increased by 4 for a total of 541 students, but there was a 2% reduction in FRL to 89%.

Variance Analysis

LCFF Entitlement \$59,890

Total enrollment increased by 4 students which increased LCFF entitlement by \$59,890 from approved budget.

Federal Revenue \$500,537

MSA-1 was awarded the Charter School Facilities Incentive Grant (CSFIG), which is a 3-year federal grant program to assist in facility needs. MSA-1 will received \$500K each year for three years to toward the new construction costs for the facility at MSA-1. NSLP Revenue increased by \$6k due to the increase in enrollment, with a corresponding increase in food expenses. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in decrease of \$4.5k from approved budget.

State Revenue \$252,264

Added a one-time fund for College Readiness Grant of \$75k and one-time Mandate Block Funding of \$107k that were not previously budgeted. State Lottery revenue increased by \$14k due to increase in enrollment. Increase of \$57k for SB740 from approved budget for this year to reimburse for rent per CSFA.

Other Local Revenue \$31,521

Summer Program revenue was \$21K higher than budgeted. Increased other local revenue by \$10k due to refunds not previously budgeted.

Donations/Fundraising \$10,475

Fundraising and Donations increased by \$10k based on prior year actuals.

Compensation and Benefits (-\$427,911)

Compensation has increased by \$287K, largely due to the one-time adjustment for July payroll (\$198K). Contracted actual salaries were \$39K higher than budget due to additional stipends that were not budgeted and added a math coach that is funded by College Readiness. Classified payroll increased by \$37K as two positions are added in the budget as placeholders for an office manager and teacher assistant.

Books and Supplies (-\$105,239)

Textbook and other reference materials purchase not previously budgeted, which resulted in an increase of \$48K. Instructional materials and supplies increased by \$25K and Office Supplies increased by \$7.8k based on prior year actuals. Student food increased by \$19K due to enrollment increase. Other Food (food for events, PD, etc.) increased by \$5K based on prior year actuals.

Services and Operating (-\$136,385)

Direct and Indirect CMO Fees decreased by \$10k due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance increased by \$4k per updated premium from CharterSafe. Rent increased \$36k due to increase in rent for bungalows not previously budgeted. Operations & Housekeeping increased by \$21k, Utilities increased by \$6k, Equipment Leases decreased by \$4k, Repairs and Maintenance increased by \$10k, Accounting Fees increased by \$5k, School Programs increased by \$15k, Consultants increased by \$16k, Field Trip Expenses increased by \$12k, Legal Fees increased by \$20k, Marketing and Student Recruiting increased by \$5k, Professional Development increased by \$31k, Special Education contract instructors decreased by \$25k and Substitutes increased by \$24k based on prior year actuals. Also, increased prior year expenses – not accrued by \$18k to match actuals previously not budgeted.

Depreciation (-\$35,602)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 2

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	676,480	4,518,778	4,251,148	4,285,683	34,535	(233,095)
Federal Revenue	23,006	344,735	355,005	575,303	220,298	230,568
Other State Revenues	67,176	355,213	453,700	542,429	88,729	187,216
Local Revenues	827	93,069	93,069	68,329	(24,740)	(24,740)
Fundraising and Grants	5,285	25,000	25,722	27,722	2,000	2,722
Total Revenue	772,775	5,336,795	5,178,645	5,499,466	320,822	162,871
Expenses						
Compensation and Benefits	753,538	2,987,228	3,199,791	3,177,145	22,646	(189,917)
Books and Supplies	134,146	259,858	304,858	464,007	(159,149)	(204,149)
Services and Other Operating Expenditures	647,252	1,903,069	1,866,649	1,804,518	62,131	98,552
Depreciation	8,499	34,000	53,602	53,602	-	(19,602)
Total Expenses	1,543,435	5,184,155	5,424,901	5,499,272	(74,371)	(315,117)
Operating Income	(770,661)	152,640	(246,256)	194	246,450	(152,445)
Fund Balance						
Beginning Balance (Unaudited)	1,210,746	1,210,746	1,210,746	1,210,746		
Audit Adjustment	(70,204)	-	(70,204)	(70,204)		
Beginning Balance (Audited)	1,140,542	1,210,746	1,140,542	1,140,542		
Operating Income (including Depreciation)	(770,661)	152,640	(246,256)	194		
Ending Fund Balance	369,882	1,363,386	894,286	1,140,736		
Capital Outlay	-	20,000	15,000	-		
Operating Income (Less July Payroll)				164,543		
Total ADA		470.0	442.0	442.0		

Summary of Results

MSA-2 is currently forecasting a net income of \$194, a reduction of (\$152,445) from the board approved budget and an increase of \$246,450 from the August forecast. Enrollment has been reduced by -29 to 458, from 487 originally budgeted. The FRL rate has increased in the latest forecast to 95% per actual applications, up from 79% in the board approved budget. This increase positively impacts LCFF, Nutrition and certain other revenues.

Variance Analysis

LCFF/State Aid (-\$233,095)

LCFF revenue reduced (\$233k), due to reduction of -28 ADA, offset by increase in FRL rate.

Federal Revenue \$230,568

Addition of National School Lunch Program (NSLP) for MSA-2 this year increased forecast by \$220k. This was not in the board approved budget because participation in this program was not known at that time. Title I in the current forecast has increased by \$11.7k per the CDE preliminary entitlement published in July. Special Ed and Title III rates also changed slightly from what was originally budgeted.

State Revenue \$187,216

Largest increases in State Revenue come from addition of two one-time funds not previously budgeted: One-Time mandated funding \$94k and College Readiness Grant \$75k. Estimated Lottery rates also have increased since the board approved budget, resulting in estimated increase of \$7.3k. Special Ed AB602 funding rates have reduced from the board approved budget and with reduced ADA result in decreased revenue of \$9k.

Other Local Revenue (-\$24,740)

Summer Program revenue was \$16K higher than budgeted, while uniforms and field trip revenue have been removed from the board approved budget, a reduction of \$46k. The addition of the Nutrition program also brought increased estimated local food service revenue of \$5k.

Donations/Fundraising \$2,722

Fundraising increased by \$2.7K based on prior year actuals and budget meeting with the principal.

Compensation and Benefits (-\$189,917)

Compensation has increased by \$143K, largely due to the one-time adjustment for July payroll (\$141K). Also, while 1 aide was added to Classified Salaries, this cost was offset by the transfer of 1 certificated staff member to another site. Health benefits also increased by \$19k from the board approved budget with truing up all rates per master list received from HR. Remaining changes in forecast was due to increased STRS/PERS and payroll taxes resulting from the July payroll correction.

Books and Supplies (-\$204,149)

Largest increase in Books and Supplies is the addition of food supplies expense not previously budgeted - \$193k. Also, while textbooks increased by \$45k due to purchases that were originally intended to occur in FY15-16 and were carried over to the current year, many line items were reduced during budget review with the principal.

Services and Operating \$98,552

Direct and Indirect CMO Fees decreased \$69K due to updated calculation of CMO Fees based on ADA and updated home office budget. Travel and conference fees decreased by \$25k upon review of prior year actuals. Rent decreased by \$49k based on current use agreement. Audit fees increased \$6.6K based on PY actuals and legal increased by \$10k based on anticipated additional needs related to renewal. Consultants and professional development increased \$46K to cover the costs funded by the Educator Effectiveness and College Readiness, not previously budgeted. Special Education contract instructors increased \$25K based on PY actuals. Substitutes, Communications and several other line items also decreased due to budget review with principal and examination of final prior year expenses.

Depreciation (-\$19,602)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year

Magnolia Science Academy -3

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	656,233	4,245,387	4,249,790	4,303,143	53,353	57,756
Federal Revenue	22,212	574,033	511,081	489,839	(21,241)	(84,194)
Other State Revenues	64,385	694,406	797,586	866,336	68,750	171,930
Local Revenues	1,195	24,785	24,785	42,516	17,731	17,731
Fundraising and Grants	3,853	19,018	19,018	19,018	-	-
Total Revenue	747,878	5,557,629	5,602,260	5,720,853	118,593	163,224
Expenses						
Compensation and Benefits	777,430	2,812,109	3,149,639	3,243,160	(93,522)	(431,052)
Books and Supplies	54,900	454,542	390,977	401,887	(10,910)	52,654
Services and Other Operating Expenditures	489,603	1,935,913	1,944,446	2,033,933	(89,486)	(98,020)
Depreciation	3,000	12,000	19,096	19,096	-	(7,096)
Total Expenses	1,324,933	5,214,564	5,504,158	5,698,077	(193,918)	(483,513)
Operating Income	(577,054)	343,065	98,101	22,776	(75,325)	(320,289)
Fund Balance						
Beginning Balance (Unaudited)	976,777	976,777	976,777	976,777		
Audit Adjustment	0	-	0	0		
Beginning Balance (Audited)	976,777	976,777	976,777	976,777		
Operating Income (including Depreciation)	(577,054)	343,065	98,101	22,776		
Ending Fund Balance	399,723	1,319,842	1,074,878	999,553		
Capital Outlay	-	70,000	70,000	70,000		
Operating Income (Less July Payroll)				208,806		
Total ADA		434.3	434.3	443.9		

Summary of Results

MSA-3 is currently forecasting a net income of \$22,776, a reduction of \$320,289 from the board approved budget and a decrease of \$75,325 from the August forecast. Enrollment has increased by +10 to 460, from 450 originally budgeted. The FRL rate has decreased in the latest forecast to 72% per actual applications, down from 81% in the board approved budget. This increase negatively impacts LCFF, Nutrition and certain other revenues.

Variance Analysis

LCFF/State Aid \$57,756

LCFF revenue increased \$57k, due to increase of 9.6 ADA, offset by decrease in FRL rate.

Federal Revenue (-\$84,194)

National School Lunch Program (NSLP) decreased based on prior year actual participation and on reduced FRL \$89K. This is offset in part by reduced food expenses. Title I in the current forecast has increased by \$6k per the CDE preliminary entitlement published in July. Special Ed and Title III rates also changed slightly from what was originally budgeted.

State Revenue \$171,930

Largest increases in State Revenue come from addition of two one-time funds not previously budgeted: One-Time mandated funding \$90k and College Readiness Grant \$75k. Estimated Lottery rates also have increased since the board approved budget, along with increased ADA results in estimated increase of \$13k. State Nutrition revenue decreased by \$7k due to decreased FRL and participation based on prior year final numbers.

Other Local Revenue \$17,731

Summer Program revenue was \$17.7K higher than budgeted.

Donations/Fundraising – No Change

Compensation and Benefits (-\$431,052)

Compensation has increased by \$340K, largely due to the one-time adjustment for July payroll \$165K. Total FTE and contracted rates were higher than budgeted. Also added Parent College added, not originally budgeted. Health benefits also increased by \$34k from the board approved budget with truing up all rates per master list received from HR. Remaining changes in forecast was due to increased STRS/PERS and payroll taxes resulting from the July payroll correction and other salary adjustments.

Books and Supplies \$52,654

Change primarily due to reduced food expenses due to anticipated reduced participation per prior year actuals \$65k. Classroom furniture and other food increased per budget review with principal \$12k.

Services and Operating (-\$98,020)

Direct and Indirect CMO Fees increased \$11.6K due to updated calculation of CMO Fees based on ADA and updated home office budget. Rent decreased by \$44k based on info received from MPS Facilities team. Audit fees increased \$5K based on PY actuals and legal increased by \$30k based on anticipated additional needs related to renewal. Consultants and professional development increased \$90K to cover the costs funded by the Educator Effectiveness and College Readiness, not previously budgeted. Marketing decreased by \$15k due to review of anticipated needs in this area and review of prior year actual spending. Special Education contract instructors increased \$7K based on PY actuals. Substitutes increased by \$20k per budget review. Prior year expenses totaled \$8.7k, increasing forecasted expenses. These are expenses that were received/processed late and not accrued in FY15-16.

Depreciation (-\$7,096)

Depreciation increased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 4

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	266,837	1,772,032	1,768,103	1,827,963	59,860	55,931
Federal Revenue	8,904	252,308	253,669	246,704	(6,965)	(5,604)
Other State Revenues	26,183	141,453	182,053	255,013	72,961	113,560
Local Revenues	1,287	20,867	20,867	27,027	6,160	6,160
Fundraising and Grants	2,374	10,000	10,000	12,374	2,374	2,374
Total Revenue	305,584	2,196,660	2,234,692	2,369,081	134,389	172,421
Expenses						
Compensation and Benefits	291,936	1,172,519	1,241,477	1,211,281	30,196	(38,762)
Books and Supplies	44,068	158,736	161,654	133,461	28,193	25,276
Services and Other Operating Expenditures	168,926	667,206	667,336	753,198	(85,862)	(85,991)
Depreciation	2,304	9,221	15,656	15,656	-	(6,435)
Total Expenses	507,233	2,007,682	2,086,122	2,113,595	(27,472)	(105,912)
Operating Income	(201,649)	188,978	148,570	255,486	106,917	66,508
Fund Balance						
Beginning Balance (Unaudited)	763,641	567,722	763,641	763,641		
Audit Adjustment	(101,416)	-	(101,416)	(101,416)		
Beginning Balance (Audited)	662,225	567,722	662,225	662,225		
Operating Income (including Depreciation)	(201,649)	188,978	148,570	255,486		
Ending Fund Balance	460,575	756,700	810,794	917,711		
Capital Outlay	-	-	-	-		
Operating Income (Less July Payroll)				338,181		
Total ADA		180.5	180.5	186.2		

Summary of Results

Forecasting a net income of \$255,486, an increase of \$66,508 from the board approved budget and an increase of \$106,917 from the August forecast. Enrollment increased by 6 for a total of 193 students, but there was a 20% reduction in FRL to 55%.

Variance Analysis

LCFF Entitlement \$59,890

Total enrollment increased by 6 students increased LCFF entitlement by \$55,931 from approved budget.

Federal Revenue (-\$5,604)

NSLP Revenue decreased by \$3k due to the decrease in FRL%, with a corresponding decrease in food expenses. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in decrease of \$1.5k from approved budget.

State Revenue \$113,560

One-Time Funds at \$200/ADA were not previously budgeted, resulting in an increase of \$37K. State Lottery increased \$6k due to the increase in enrollment. Added a one-time fund for

College Readiness Grant of \$75k. Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$4k from approved budget.

Other Local Revenue \$6,160

Summer Program Revenue increased \$6K as actual revenue was higher than budgeted.

Donations/Fundraising \$2,374

Fundraising increased by \$2k to match actuals.

Compensation and Benefits (-\$38,762)

Certificated payroll increased \$83K due to one-time adjustment for July payroll. This was offset by \$59K due to lower salaries than budgeted. Actual classified employee's salary is \$11k higher than budgeted. Added 1 Title I PT aide as a placeholder which increased by \$23k.

Books and Supplies \$25,276

Office Supplies increase by \$4k, Non Instructional Student Materials & Supplies decreased \$25k, Classroom Furniture decreased \$3k, Computers decreased \$20k and Other Food (food for events, PD, etc.) increased \$4k. Student Food increased \$15k due to prior year actuals.

Services and Operating (-\$85,991)

Direct and Indirect CMO Fees increased \$64K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased by \$3k due to updated premium by CharterSafe. Accounting fees increased \$4k, Consultants increased by \$8k, Other Professional Services increased by \$9k, Legal Fees increased by \$10k, Marketing and Student Recruiting increased by \$13k, Transportation-Students increased by \$2k, Postage and Delivery decreased by \$2k based on PY actuals. Increased Professional Development by \$25k due to College Readiness.

Magnolia Science Academy -5

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	256,515	1,539,136	1,580,923	1,663,461	82,538	124,325
Federal Revenue	14,076	176,079	215,237	215,237	-	39,158
Other State Revenues	27,048	150,386	180,262	180,109	(153)	29,723
Local Revenues	11,027	11,120	11,120	159,120	148,000	148,000
Fundraising and Grants	-	500	500	500	-	-
Total Revenue	308,667	1,877,220	1,988,042	2,218,427	230,385	341,206
Expenses						
Compensation and Benefits	244,881	1,064,348	1,142,765	1,218,812	(76,046)	(154,464)
Books and Supplies	77,703	185,900	185,900	195,400	(9,500)	(9,500)
Services and Other Operating Expenditures	79,149	594,065	594,483	724,522	(130,039)	(130,457)
Depreciation	4,299	17,201	17,201	17,201	-	-
Total Expenses	406,032	1,861,515	1,940,350	2,155,935	(215,586)	(294,421)
Operating Income	(97,365)	15,706	47,692	62,492	14,799	46,786
Fund Balance						
Beginning Balance (Unaudited)	1,144,335	951,134	1,144,335	1,144,335		
Audit Adjustment	(48,174)	-	(48,174)	(48,174)		
Beginning Balance (Audited)	1,096,161	951,134	1,096,161	1,096,161		
Operating Income (including Depreciation)	(97,365)	15,706	47,692	62,492		
Ending Fund Balance	998,796	966,840	1,143,853	1,158,652		
Capital Outlay	-	-	-	-		
Operating Income (Less July Payroll)				128,797		
Total ADA		168.9	168.9	177.7		

Summary of Results

Forecasting a net income of \$62,492, an increase of \$46,786 from the board approved budget and an increase of \$14,799 from the August forecast. Enrollment increased by 12 for a total of 187 students, but there was a 2% reduction in FRL to 85%.

Variance Analysis

LCFF Entitlement \$124,325

Total enrollment increased by 12 students which increased LCFF entitlement by 124k.

Federal Revenue \$39,158

Special Education rate decreased from \$202 per ADA to \$193 resulting in a decrease of \$5k from approved budget. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in an increase of \$44k from approved budget.

State Revenue \$29,723

One-Time Funds at \$200/ADA were not previously budgeted, resulting in an increase of \$28K. State Lottery increased \$7k due to the increase in enrollment. Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$14k from approved budget. NSLP

increased by \$5k due to increase in enrollment. Other State Apportionments – Prior Year increased by \$4k due to PY property tax and star reimbursement not accrued.

Other Local Revenue \$148,000

Increased COP Option 3 Grant by \$148,000 from approved budget.

Compensation and Benefits (-\$154,464)

Certificated payroll increased \$66K due to one-time adjustment for July payroll. There was also an increase of \$51k for an employee from MSA-2 for the cadet program. An increase of 38k due to actual salaries being higher than budgeted.

Books and Supplies (-\$9,500)

Approved Textbooks decreased by \$25k, Educational Software increased by \$5k, Instructional Materials and Supplies decreased by \$8k, Non Instructional Student Materials and Supplies decreased by \$3k, Noncapitalized Equipment decreased by \$5k, Computers increased by \$9k, Non Classroom related Furniture, Equipment and Supplies increased by \$13k, Student Food increased by \$20k and Other Food (food for events, PD, etc.) increased by \$3k due to prior year actuals.

Services and Operating (-\$85,991)

Direct and Indirect CMO Fees increased \$65K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased by \$8k due to updated premium by CharterSafe. Repairs and Maintenance increased \$15k, Accounting fees increased \$3k, Other Professional Services decreased by \$23k, Field Trip Expenses increased by \$1k, Legal Fees increased by \$10k, Marketing and Student Recruiting increased by \$50k, Special Education Contract Instructors increased by \$25k, and Substitutes increased by \$5k based on PY actuals. Increased Prior Year Expense – Not accrued to \$12k for LAUSD food services and Hess Associates expenses not previously accrued. Decreased Rent by \$24k per Facility Use Agreement.

Magnolia Science Academy – 6

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	236,078	1,575,467	1,577,672	1,525,104	(52,568)	(50,363)
Federal Revenue	8,406	137,828	169,685	163,005	(6,680)	25,177
Other State Revenues	24,546	214,078	254,696	250,773	(3,923)	36,695
Local Revenues	-	14,120	14,120	14,120	-	-
Fundraising and Grants	1,100	10,000	11,100	11,100	-	1,100
Total Revenue	270,129	1,951,493	2,027,273	1,964,102	(63,171)	12,609
Expenses						
Compensation and Benefits	234,154	965,253	1,040,118	1,057,128	(17,010)	(91,874)
Books and Supplies	64,771	110,183	172,490	154,776	17,714	(44,593)
Services and Other Operating Expenditures	123,771	575,774	575,100	612,812	(37,712)	(37,038)
Depreciation	1,592	6,368	28,726	28,726	-	(22,358)
Total Expenses	424,289	1,657,578	1,816,434	1,853,441	(37,007)	(195,863)
Operating Income	(154,159)	293,915	210,839	110,661	(100,178)	(183,254)
Fund Balance						
Beginning Balance (Unaudited)	1,006,776	938,327	1,006,776	1,006,776		
Audit Adjustment	(48,693)	-	(48,693)	(48,693)		
Beginning Balance (Audited)	958,083	938,327	958,083	958,083		
Operating Income (including Depreciation)	(154,159)	293,915	210,839	110,661		
Ending Fund Balance	803,924	1,232,242	1,168,922	1,068,744		
Capital Outlay	-	20,000	20,000	-		
Operating Income (Less July Payroll)				158,513		
Total ADA		173.7	173.7	167.9		

Summary of Results

Forecasting a net income of \$110,661, a decrease of \$183,254 from the Board Approved Budget and a decrease of \$100,178 from the August Forecast. Enrollment decreased by 6 at 174, and there was a 7% reduction in FRL to 75%.

Variance Analysis

LCFF Entitlement (-\$50,363)

Total enrollment decreased by 6 students which decreased LCFF entitlement by \$50k.

Federal Revenue \$25,177

Special Education rate decreased from \$202 per ADA to \$193 resulting in a decrease of \$3k from approved budget. Adjusted CDE preliminary entitlement for Title I and Title III which resulted in an increase of \$10k from approved budget. NSLP Revenue increased by \$18k due to prior year actuals.

State Revenue \$36,695

One-Time Funds at \$200/ADA were not previously budgeted, resulting in an increase of \$33K. State Lottery increased \$4k, due to the rate of \$189/ADA vs. the budgeted rate of \$162/ADA. Special Education rate decreased from \$569 per ADA to \$563 resulting in a decrease of \$6k from approved budget.

Donations/Fundraising \$1,100

Donations increased by \$1k to match actuals.

Compensation and Benefits (\$91,871)

Certificated payroll increased \$48K due to one-time adjustment for July payroll. This was offset by \$140K due to lower stipends than budgeted as well as two positions removed from the staff list. A certified teacher employee was reclassified as a certificated administrator employee, with a net change of zero to overall payroll budget, but a shift of \$62K between the budget categories. Increased certificated payroll by \$11k and classified employees by \$5k due to employees salary higher than budgeted. Added \$10k for Parent College not previously budgeted.

Books and Supplies (-\$44,593)

Approved Textbooks increased \$40k, Books and Other Reference Materials decreased \$2k, Educational Software increased \$6k, Instructional Materials and Supplies increased \$4k based on prior year actuals. Student Food decreased \$17k due to decrease in enrollment and lower FRL%.

Services and Operating (-\$76,346)

Direct and Indirect CMO Fees increased \$64K due to updated calculation of CMO Fees based on ADA and updated home office budget. Travel and Conferences decreased by \$3k, Travel and Lodging increased by \$3k, Consultants increased by \$6k, Marketing and Student Recruitment increased by \$8k, Professional Development increased by \$4k, and Substitutes decreased by \$5k based on PY actuals. Increased Insurance budget by \$1k due to updated premium by CharterSafe. Removed \$40k of added cushion/padding from Miscellaneous Operating Expenses from the budget.

Magnolia Science Academy - 7

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	394,437	2,671,595	2,670,902	2,670,902	-	(693)
Federal Revenue	17,495	346,072	423,837	424,283	446	78,211
Other State Revenues	138,752	578,580	477,041	619,486	142,445	40,906
Local Revenues	4,105	54,198	54,198	69,152	14,954	14,954
Fundraising and Grants	1,111	50,000	50,000	25,000	(25,000)	(25,000)
Total Revenue	555,901	3,700,444	3,675,978	3,808,822	132,845	108,378
Expenses						
Compensation and Benefits	394,968	1,710,715	1,744,131	1,761,013	(16,883)	(50,299)
Books and Supplies	115,243	333,447	316,560	307,908	8,652	25,540
Services and Other Operating Expenditures	510,765	1,557,568	1,553,475	1,665,683	(112,208)	(108,115)
Depreciation	11,257	45,027	36,918	36,918	-	8,109
Total Expenses	1,032,232	3,646,756	3,651,082	3,771,521	(120,439)	(124,765)
Operating Income	(476,331)	53,688	24,895	37,301	12,406	(16,387)
Fund Balance						
Beginning Balance (Unaudited)	939,109	922,760	939,109	939,109		
Audit Adjustment	11,647	-	11,647	11,647		
Beginning Balance (Audited)	950,756	922,760	950,756	950,756		
Operating Income (including Depreciation)	(476,331)	53,688	24,895	37,301		
Ending Fund Balance	474,424	976,448	975,651	988,057		
Capital Outlay	-	60,000	60,000	198,325		
Operating Income (Less July Payroll)				127,283		
Total ADA		291.4	291.4	291.4		

Summary of Results

Forecasting a net income of \$37,301, a decrease of \$16,387 from the board approved budget and an increase of \$12,406 from the August Forecast. Enrollment remains the same at 302, but there was a 10% reduction in FRL to 63%.

Variance Analysis

Federal Revenue \$78,221

NSLP Revenue decreased by \$61K per PY actuals, with a corresponding decrease in food expense. MSA-7 was awarded the Charter School Facilities Incentive Grant (CSFIG), which is a 3-year federal grant program to assist in facility needs. MSA-7 will receive \$138K each year for three years to cover construction costs for modulars at MSA-7.

State Revenue \$40,906

NSLP Revenue decreased by \$11K per PY actuals, with a corresponding decrease in food expense. Increase of \$56K for one-time funds that were not previously budgeted. Preliminary entitlement have not yet been released, but forecasted at \$200/PY ADA, a reduction of \$10 from the August Forecast at \$210/PY ADA. MSA-7 was awarded SB740, along with CSFIG, with an increase to the August forecast of \$140K. This was originally removed in the August forecast as it was not expected that the school would receive both grants.

Other Local Revenue \$14,954

Summer Program revenue was \$15K higher than budgeted.

Donations/Fundraising (-\$25,000)

Fundraising reduction of \$25K based on prior year actuals

Compensation and Benefits (-\$50,299)

Compensation has increased by \$52K, largely due to the one-time adjustment for July payroll (\$89K). Contracted actual salaries were \$13K higher than budget due to additional stipends that were not budgeted. Classified payroll reduced \$40K as two positions were budgeted that were no longer needed.

Books and Supplies \$25,540

Textbook and other reference materials purchase not previously budgeted, which resulted in an increase of \$28K. Student food decreased by \$60K based on PY Actuals and corresponding revenue decrease. Other Food (food for events, PD, etc.) increased by \$5K based on prior year actuals

Services and Operating (-\$108,115)

Direct and Indirect CMO Fees increased \$71K due to updated calculation of CMO Fees based on ADA and updated home office budget. Audit fees increased \$4.5K based on PY actuals. Consultants increased by \$4K to cover the cost of an art program consultant that was not previously budgeted. Special Education contract instructors increased \$28K based on PY actuals.

Depreciation \$8,109

Depreciation decreased to match updated fixed asset schedule and calculated depreciation for the year.

Magnolia Science Academy - 8

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	687,159	4,438,632	4,442,047	4,442,047	-	3,415
Federal Revenue	24,053	296,081	298,033	298,060	27	1,979
Other State Revenues	70,574	508,978	619,874	613,166	(6,708)	104,188
Local Revenues	-	90,229	90,229	76,430	(13,799)	(13,799)
Fundraising and Grants	-	20,000	20,000	20,000	-	-
Total Revenue	781,786	5,353,920	5,470,184	5,449,704	(20,480)	95,784
Expenses						
Compensation and Benefits	685,401	2,842,777	2,822,488	2,815,971	6,518	26,806
Books and Supplies	51,356	297,700	397,700	420,157	(22,457)	(122,457)
Services and Other Operating Expenditures	632,671	2,081,816	2,081,519	2,164,162	(82,644)	(82,346)
Depreciation	17,039	68,156	84,873	84,873	-	(16,717)
Total Expenses	1,386,466	5,290,449	5,386,580	5,485,163	(98,583)	(194,714)
Operating Income	(604,680)	63,471	83,604	(35,459)	(119,063)	(98,930)
Fund Balance						
Beginning Balance (Unaudited)	3,061,348	3,019,921	3,061,348	3,061,348		
Audit Adjustment	(56,481)	-	(56,481)	(56,481)		
Beginning Balance (Audited)	3,004,867	3,019,921	3,004,867	3,004,867		
Operating Income (including Depreciation)	(604,680)	63,471	83,604	(35,459)		
Ending Fund Balance	2,400,186	3,083,391	3,088,471	2,969,407		
Capital Outlay	77,808	84,000	84,000	84,000		
Operating Income (Less July Payroll)				85,506		
Total ADA		477.7	477.7	477.7		

Summary of Results

Forecasting a net loss of (\$35,459), a decrease of \$98,930 from the board approved budget and a decrease of \$119,063 from the August forecast. Enrollment remains the same at 495, but there was a 2% reduction in FRL to 91%.

Variance Analysis

State Revenue \$104,188

One-Time Funds at \$200/ADA were not previously budgeted, resulting in an increase of \$96K. State Lottery increased \$13K, due to the rate of \$189/ADA vs. the budgeted rate of \$162/ADA.

Other Local Revenue (-\$13,799)

Uniform revenue reduced \$30K as uniforms will no longer be sold through the school. Corresponding decrease in uniform expense. Summer Program Revenue increased (\$17K) as actual revenue was higher than budgeted.

Compensation and Benefits \$6,518

Certificated payroll increased \$120K due to one-time adjustment for July payroll. This was offset by \$140K due to lower stipends than budgeted as well as two positions removed from the staff list. A classified employee was reclassified as a certificated employee, with a net change

of zero to overall payroll budget, but a shift of \$56K between the budget categories. Classified payroll increased \$20K due to part-time janitor hired that was not budgeted. Health & Welfare Benefits actuals are trending higher than premium opt-in amount due to June payment not accrued. Auditors will make an adjustment FY15-16, with a corresponding decrease in 16-17 actuals.

Books and Supplies \$122,457

Educational software increased \$5K for Accelerated Reader and Discover Education. \$8K in Uniform Expense removed as MPS will no longer be selling uniforms for revenue. Non-capitalized equipment increased \$15K due to speakers needing replacement in classrooms. Student food increased \$100K due to updated agreement with LAUSD. Agreement has CEP Free at 69.1% and Full 30.9%. MSA-8 actual numbers based on the forms collected is 90% Free and Reduced. Regional Director and Principal are working to get the LAUSD agreement updated.

Services and Operating (-\$82,644)

Direct and Indirect CMO Fees increased \$69K due to updated calculation of CMO Fees based on ADA and updated home office budget. Audit fees increased \$6K based on PY actuals. Professional Development increased \$6K to include Edge Coaching contract for principal.

Magnolia Science Academy – Santa Ana

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	368,127	4,595,312	5,632,433	5,598,518	(33,915)	1,003,206
Federal Revenue	8,317	394,527	698,135	698,297	162	303,770
Other State Revenues	13,065	345,918	490,236	560,343	70,107	214,425
Local Revenues	2,059	16,505	16,838	16,838	-	334
Fundraising and Grants	3,781	22,000	22,000	22,000	-	-
Total Revenue	395,349	5,374,262	6,859,643	6,895,996	36,354	1,521,734
Expenses						
Compensation and Benefits	612,291	3,059,757	3,699,327	3,849,454	(150,127)	(789,698)
Books and Supplies	209,063	691,730	856,985	896,125	(39,140)	(204,395)
Services and Other Operating Expenditures	109,975	1,775,769	1,889,371	2,137,750	(248,379)	(361,981)
Depreciation	99,308	397,234	390,704	363,466	27,238	33,767
Total Expenses	1,030,637	5,924,489	6,836,387	7,246,796	(410,408)	(1,322,306)
Operating Income	(635,289)	(550,228)	23,255	(350,800)	(374,055)	199,428
Fund Balance						
Beginning Balance (Unaudited)	8,291,101	8,212,887	8,291,101	8,291,101		
Audit Adjustment	-	-	-	-		
Beginning Balance (Audited)	8,291,101	8,212,887	8,291,101	8,291,101		
Operating Income (including Depreciation)	(635,289)	(550,228)	23,255	(350,800)		
Ending Fund Balance	7,655,813	7,662,659	8,314,357	7,940,302		
Capital Outlay	-	13,389,061	56,500	77,875		
Operating Income (Less July Payroll)				(305,671)		
Total ADA		511.5	626.3	622.4		

Summary of Results

Forecasting a net loss of (\$350,800), an increase of \$199,428 from the board approved budget and a reduction of \$374,055 from the August forecast. Enrollment increase of 115 from the approved budget to 645 students. FRL remains the same at 82%.

Variance Analysis

LCFF Revenue \$1M

Enrollment increased led to an increase in LCFF

Federal Revenue \$303,770

NSLP Revenue increased \$43K due to enrollment. Implementation Grant previously expected to be spent in 15-16, however, actual balance of \$261K. Remaining revenue will be recognized in 16-17 as all remaining funds were spent as of September 30, 2016.

Other State Revenue \$214,425

Special Education, NSLP, Mandate Cost Reimbursements, and State Lottery increased \$139K due to enrollment. \$75K added for College Readiness Grant, which will be used to cover college counselor salary.

Compensation and Benefits (-\$789,698)

Certificated Payroll increased \$392,473 due to 5 additional teachers hired with the increased enrollment as well as one additional dean. Classified payroll increased 296K as an additional office manager was hired as well as additional support staff. Currently, hourly employees are trending low, and this may reduce in upcoming forecasts. Corresponding benefits increase with increased staff.

Books and Supplies (-\$204,395)

Textbooks increased \$4.8K based on actual McGraw-Hill Purchase order, which was covered by PCSGP grant. Custodial supplies increased \$20K, which includes one-time purchases for the new site. Art & Music supplies increased \$15K to include instrument purchases for the music program. Office supplies increased \$12.8K based on PY and CY expenditures. Non-Capitalized equipment and classroom furniture increased 67K for one-time purchases for new building. Computers increased \$16K to meet the 1:1 student ratio. MSA-SA may purchase MSA-SC chromebooks at fair market value if they are still viable. Student food increased \$63K due to enrollment and other food increased \$3K for parent meetings.

Services and Operating (-\$361,981)

Direct and Indirect CMO Fees increased \$95K due to updated calculation of CMO Fees based on ADA and updated home office budget. Insurance decreased \$11K based on updated CharterSafe allocation. Utilities increased \$90K based on actual invoices for new school site. Rent increased \$36K for July & August Rent as well as additional charges for remaining in the building. After school program increased \$5K and district oversight fee increased \$9K due to increased LCFF. Fines & Penalties increased \$29K for the estimated property tax for the new school site. The school site was not exempt for the year as it was not placed in service until September. Interest increased \$33K for the estimated \$3.2M loan for gym construction. Professional Development based on Tuition Reimbursement and includes \$6K for Edge Coaching contract for principal. Technology services increased \$44K due to one-time tech purchases for new site and increased CoolSIS expense for higher student enrollment.

Depreciation \$33,767

Depreciation decreased to match updated fixed asset schedule and calculated depreciation for the year. Estimated depreciation on new school building, and may change.

Magnolia Science Academy – San Diego

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
LCFF Entitlement	326,446	3,365,610	3,065,431	3,065,431	-	(300,179)
Federal Revenue	6,703	133,928	140,141	140,141	-	6,213
Other State Revenues	37,024	301,331	380,311	374,633	(5,679)	73,301
Local Revenues	24,953	55,036	68,393	88,597	20,204	33,561
Fundraising and Grants	11,029	20,000	20,000	20,000	-	-
Total Revenue	406,155	3,875,905	3,674,277	3,688,802	14,525	(187,103)
Expenses						
Compensation and Benefits	507,646	2,155,725	2,211,818	2,242,191	(30,373)	(86,465)
Books and Supplies	40,253	163,559	182,076	179,076	3,000	(15,517)
Services and Other Operating Expenditures	376,720	1,325,125	1,266,548	1,198,019	68,529	127,106
Depreciation	11,155	44,619	52,378	39,460	12,918	5,159
Total Expenses	935,774	3,689,029	3,712,821	3,658,747	54,074	30,282
Operating Income	(529,619)	186,876	(38,544)	30,055	68,599	(156,821)
Fund Balance						
Beginning Balance (Unaudited)	1,173,620	1,053,661	1,173,620	1,173,620		
Audit Adjustment	-	-	-	-		
Beginning Balance (Audited)	1,173,620	1,053,661	1,173,620	1,173,620		
Operating Income (including Depreciation)	(529,619)	186,876	(38,544)	30,055		
Ending Fund Balance	644,002	1,240,537	1,135,076	1,203,676		
Capital Outlay	-	-	-	-		
Operating Income (Less July Payroll)				129,989		
Total ADA		453.6	413.0	413.0		

Summary of Results

Forecasting a net income of \$30,055, a reduction of \$156,821 from the board approved budget and an increase of \$68,599 from the August forecast. Enrollment decreased by 42 from the approved budget to 428 students. FRL remains at 15%.

Variance Analysis

LCFF Revenue \$300,179

Enrollment decrease led to a decrease in LCFF

Other State Revenue \$73,301

Special Education revenue reduced \$13K with decreased enrollment. One-time funding increased \$83K at 200/PY ADA.

Other Local Revenue \$33,561

Summer Program Revenue increased \$10K based on actual revenue. Other local revenue increased \$23K from school sales and \$10K from the Microsoft Refund.

Compensation and Benefits (-\$86,465)

Certificated payroll increased \$100K due to one-time July payroll adjustment, however, full-time Special Ed Teachers were removed and replaced with support staff. Classified Payroll increased with the addition of a school psychologist, with a corresponding decrease in Special Ed contract instructors. H&W benefits increased \$22K as benefits are now being tracked on a per employee basis rather than an average cost. Accounts for employees opting in or moving to the family plan.

Books and Supplies (-\$15,517)

Textbooks increased \$8K based on CY actuals. Custodial supplies decreased \$3K based on PY actuals. Uniform expenses increased \$13K based on CY actuals, but will not be sold based on new MPS policy. Non-capitalized equipment reduced by \$2.2K.

Services and Operating \$127,106

Direct CMO Fee reduced \$33K due to lower enrollment and maxed at 11% LCFF. Rent reduced \$25K based on actual lease agreement and repairs & maintenance reduced \$20K based on CY spending. Consultants decreased \$40K as school is no longer hiring a contracted counselor. SpEd contractors decreased \$15K based on PY actuals and less amount paid out for psych services now that school psychologist is on staff. Substitutes reduced \$6K based on PY actuals.

MERF

	Actual YTD	Approved Budget	August Forecast	Proposed Budget	(Previous Forecast vs. Proposed Budget)	(Approved Budget vs. Proposed Budget)
SUMMARY						
Revenue						
Local Revenues	2,601,975	6,242,850	6,265,147	6,573,863	308,716	331,013
Fundraising and Grants	3,000	150,000	151,000	150,000	(1,000)	-
Total Revenue	2,604,975	6,392,850	6,416,147	6,723,863	307,716	331,013
Expenses						
Compensation and Benefits	954,212	3,467,487	3,578,089	3,799,884	(221,795)	(332,397)
Books and Supplies	10,369	75,821	78,771	82,620	(3,849)	(6,799)
Services and Other Operating Expenditures	563,441	2,537,455	2,542,816	2,776,427	(233,611)	(238,973)
Depreciation	1,917	7,666	1,663	1,440	223	6,226
Total Expenses	1,529,940	6,088,429	6,201,340	6,660,372	(459,032)	(571,943)
Operating Income	1,075,036	304,421	214,807	63,491	(151,316)	(240,930)
Fund Balance						
Beginning Balance (Unaudited)	(285,175)	(285,175)	(285,175)	(285,175)		
Audit Adjustment	315,263	315,263	315,263	315,263		
Beginning Balance (Audited)	30,088	30,088	30,088	30,088		
Operating Income	1,075,036	304,421	214,807	63,491		
Ending Fund Balance	1,105,123	334,509	244,895	93,579		
Capital Outlay	-	-	-	-		

Summary of Results

Forecasting a net income of \$63,491, a reduction of \$240,930 from the board approved budget and a reduction of \$151,316 from the August Forecast.

Variance Analysis

Other Local Revenue \$331,013

Other Local revenue increased \$25K due to refunds and return of security deposit that was not on the Balance Sheet. CMO Fee (Indirect): Increase of \$265K based on increased expenses, which are discussed further below. CMO Fee (Shared Staff): Increased \$41K based on actual contracted salaries and H&W benefits, which were higher than original budgeted. See page 30 for CMO Fee analysis.

Compensation and Benefits (-\$332,397)

Increased \$23K due to accrued PTO not budgeted, which is paid at the end of each fiscal year. Accrued Vacation previously not booked to the balance sheet, but accrued liability is \$72K as of September, which has been added to the forecast on a per employee basis. Increased \$67K due to two employees who were expected to leave prior to July 2016, but actually left in August/September, and their payroll and vacation payouts were not budgeted. Severance for two employees was not budgeted, increase of \$71K. Increase of \$45K to account for potential additional severance that could occur. STRS and PERS is now offered to all home office employees, with a corresponding increase of \$60K. Health & Welfare increased \$54K as it is based on a per employee basis with more employees opting-in as well as enrolling in the family plan.

Books and Supplies (-\$6,799)

Educational software removed from budget, resulting in a reduction of \$19K. Office supplies increased \$10K based on PY actuals. Computers increased \$5K based on CY spending and updated IT budget. Other Food increased \$11K based on PY and CY actuals.

Services and Operating (-\$238,973)

Travel and conferences decreased \$34K due to less travel expected up north and a decrease in departmental travel budgets. Audit fees increased \$18K based on VTD PY actuals. Consultants increased \$44K based on increased parent outreach and based on actual contracts. Legal Fees increased \$85K based on PY actuals as well as expected increase in legal fees with renewals. Licenses and Other Fees increased \$3K for use tax, which is paid by MERF. Professional Development increased \$5K based on projected department needs as well as STEAM expo. Tuition Reimbursement increased \$53K based on actual participation. Staff Recruiting increased \$21K for Department of Justice, fingerprinting and recruiting events. This was budgeted under 5822, but was moved to a new object code. Technology services and communications each increased by \$18K based on updated IT budget.

CMO Fee Analysis

CMO Fee (Indirect Costs)

The CMO fees are calculated by redistributing total home office expenses to school sites based on a tier factor driven by Average Daily Attendance (ADA). The home office allocation expense takes into account that MSA-SD is capped at 11% LCFF, as well as the capping of those schools that have reached a minimum threshold of reserves in order to mitigate financial burden. The expenses to be allocated are calculated as follows:

$$\text{Home Office Expense Allocation} = \text{Allowable Expenses} - \text{Fundraising \& Other Revenue} - \text{Direct CMO Fee} + 5\% \text{ Reserve}$$

For the 16-17 budget, the 5% reserve was waived due to audit and renewal related expenses, as well as unanticipated severance expenses.

Direct CMO Fee (Shared Staff)

Four home office employees fill in the gaps at school sites and are charged a separate fee to account for these costs:

Employee	Title	% Salary Allocated	Funded by Revenue	Sites Responsible
Suat Acar	Regional Director	90%	Unrestricted	LAUSD Sites
Erdinc Acar	Regional Director	50%	Unrestricted	MSA-SA & MSA-SD
Kelly Hourigan	COO	15%	Special Ed.	All Sites
Victoria Marzouk	Director of Special Programs	100%	Special Ed.	All Sites

CMO Fees: As a % of Revenue

	% LCFF	% Total Revenue*
CMO Fee	17.96%	13.86%
CMO + Shared Staff Fee	18.88%	14.56%

*Total revenue excludes facility grants awarded to MSA-1 and MSA-7

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

MPS Consolidated EEF Spending Plans - FY16-17 Only.xlsx

MSA1 Educator Effectiveness Spending Plan - DRAFT-MS-151217-kd-160604.xls

MSA2 Educator Effectiveness Spending Plan-DRAFT-SA-151217-kd160604.xlsx

MSA3 Educator Effectiveness Spending Plan DRAFT-sk-151217-kd160604.xlsx

MSA4 Educator Effectiveness Funding 2015-16 Expenditure Plan-DRAFT-kd160604.xls

MSA5 Educator Effectiveness Funding 2015-16 Expenditure Plan-DRAFT-kd160604.xls

MSA6 Educator Effectiveness Funding 2015-16 Expenditure Plan-DRAFT-kd160604.xlsx

MSA7 Educator Effectiveness Spending Plan-DRAFT-FM151217-kd-160604.xls

MSA8 Educator Effectiveness Spending Plan - DRAFT-kd160604.xls

MSASA Educator Effectiveness Spending Plan - DRAFT-kd-160604.xls

MSASD Educator Effectiveness Spending Plan - DRAFT-kd160604.xls

150FY17 1st Interim Magnolia Sci Academy -Bell(5166)_T.xlsx

151FY17 1st Interim Magnolia Sci Academy(8454)_T.xlsx

152FY17 1st Interim Magnolia Sci Academy #2(8461)_T.xlsx

153FY17 1st Interim Magnolia Sci Academy #3(8464)_T.xlsx

154FY17 1st Interim Magnolia Sci Academy #4(8011)_T.xlsx

155FY17 1st Interim Magnolia Sci Academy #5(8012)_T.xlsx

156FY17 1st Interim Magnolia Sci Academy #6(8013)_T.xlsx

157FY17 1st Interim Magnolia Science Academy 7(8014)_T.xlsx

2016-17 Magnolia Science Academy - SA 1st Interim.xlsm

FY1617 Magnolia Science Academy-San Diego 1st Interim.xlsx