



## Magnolia Public Schools

### Regular Board Meeting

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#### **Date and Time**

Thursday January 18, 2018 at 7:00 PM PST

#### **Location**

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

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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:

Call In- Dial: 1.844.572.5683 Code: 1948435

- MSA-3 1254 E. Helmick St. Carson, CA 90746
- MSA-4 11330 West Graham Place, B-9 Los Angeles, CA 90064
- MSA-5 18230 Kittridge St. Reseda, CA 91335
- MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
- 1363 Ridgecrest Rd Pinole, CA 94564 (Dr. Serdar Orazov)
- 449 36th Street #2 Brooklyn, NY 11232 (Mr. Nguyen Huynh)

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 Ste 1500 Los Angeles, CA 90012.

#### **Board Members:**

Dr. Saken Sherkhanov, Chair  
Dr. Umit Yapanel, Secretary  
Mr. Serdar Orazov, Treasurer  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Mr. Nguyen Huynh  
Mr. Haim Beliak  
Ms. Charlotte Brimmer  
Ms. Sandra Covarrubias

#### **CEO & Superintendent:**

Dr. Caprice Young

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*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 - One Matter

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### Agenda

	Purpose	Presenter	Duration
<b>I. Opening Items</b>			
A. Call the Meeting to Order			
B. Record Attendance and Guests			
C. Pledge of Allegiance			1 m
D. Public Comments			20 m
E. Approval of Agenda	Vote		1 m
F. Approve Minutes	Approve Minutes		
Approve minutes for Regular Board Meeting on December 14, 2017			
<b>II. Consent Agenda</b>			
A. Approval of Single Plan for Student Achievement (SPSA) for MSA- San Diego (MSA-SD)	Vote	David Yilmaz	
B. Approval of MPS School Safety Plans for MSA 1-8, MSA-Santa Ana and MSA-San Diego	Vote	Victoria Marzouk	5 m
C. Approval of School Accountability Report Cards (SARC) for MSA 1-8, MSA-Santa Ana, and MSA-San Diego	Vote	David Yilmaz	5 m
D. Approval of MSA-SD After School ASES Grant and Service provider	Vote	Gokhan Serce	5 m
<b>III. Action Items</b>			
A. Approval of 2016-17 Audit Reports for all MPS	Vote	VTD, CPA Firm	15 m
B. Charter Impact - STRS Analysis Agreement	Vote	Nanie Montijo	10 m
<b>IV. Discussion Items</b>			
A. Financial Update- November 2017	Discuss	Kristin Dietz	10 m
B. Ongoing Facility Project Updates	Discuss	Patrick Ontiveros	10 m
C. EFG Exit Report	Discuss	Frank Gonzalez	10 m
<b>V. Closed Session</b>			
A. Conference with Legal Counsel - Anticipated Litigation - One Matter	Discuss	Patrick Ontiveros	20 m
<b>VI. Closing Items</b>			
A. Adjourn Meeting	Vote		

# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** F. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on December 14, 2017

DRAFT



## Magnolia Public Schools

# Minutes

## Regular Board Meeting

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### **Date and Time**

Thursday December 14, 2017 at 6:00 PM

### **Location**

MSA Santa Ana: 2840 W. 1st St. Santa Ana, CA 92703

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All participating Board Members joined in person from the MSA Santa Ana site.

### Board Members:

Dr. Saken Sherkhonov, Chair  
Dr. Umit Yapanel, Secretary  
Mr. Serdar Orazov, Treasurer  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Mr. Nguyen Huynh  
Mr. Haim Beliak  
Ms. Charlotte Brimmer  
Ms. Sandra Covarrubias

### 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 - One Matter

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### **Directors Present**

C. Brimmer, D. Gonzalez, H. Beliak, N. Huynh, S. Covarrubias, S. Orazov, S. Sherkhonov

### **Directors Absent**

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S. Dikbas, U. Yapanel

**Directors Arrived Late**

S. Orazov, S. Sherkhanov

**Guests Present**

B. Torres

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**I. Opening Items**

**A. Call the Meeting to Order**

N. Huynh called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Dec 14, 2017 @ 6:19 PM at MSA Santa Ana: 2840 W. 1st St. Santa Ana, CA 92703.

**B. Record Attendance and Guests**

S. Orazov arrived at 6:20 pm. and S. Sherkhanov arrived at 7:04 pm.

**C. Pledge of Allegiance**

B. Torres, Executive Assistant, led the Pledge of Allegiance.

**D. Public Comments**

Myiesha Jackson, parent of MSA San Diego student, informed the Board regarding her daughter's bullying and harassment concerns. She referenced the letter she emailed to the board for public comments and asked that her concerns be addressed, she stated that her calls and concerns are not being responded. C. Young, Chief Executive Officer, stated that staff is following up with these incidents and it is something the organization takes seriously. C. Brimmer, Board Member, thanked Ms. Jackson for her public comment and tested that the Board did receive the narrative and they would follow up. No other public comments were made.

**E. Approval of Agenda**

C. Brimmer made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

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

**Roll Call**

S. Dikbas	Absent
H. Beliak	Aye
C. Brimmer	Aye
S. Covarrubias	Aye
D. Gonzalez	Aye
N. Huynh	Aye
S. Sherkhanov	Absent
U. Yapanel	Absent
S. Orazov	Aye

S. Orazov arrived late.

**F. MSA Santa Ana Teacher and Student Recognition**

B. Nguyen, MSA Santa Ana, Dean presented certificates to students, teachers, and to the MPS Board of Directors in gratitude of their volunteer dedication to Magnolia Public Schools. Two students who received certificates gave their story

of how MSA-SA has supported them and benefited them. Two students whom are part of National Alliance on Mental Illness (NAMI) spoke on the organization and how students benefit from it. C. Brimmer requested that NAMI representatives offer a presentation to the Board on the services they offer.

## II. Consent Agenda

### A. Approve Minutes

H. Beliak made a motion to approve minutes from the Regular Board Meeting on 11-09-17 under Consent Agenda.

D. Gonzalez seconded the motion.

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

#### Roll Call

C. Brimmer Aye  
N. Huynh Aye  
H. Beliak Aye  
S. Dikbas Absent  
S. Sherkhonov Absent  
S. Covarrubias Aye  
U. Yapanel Absent  
D. Gonzalez Aye  
S. Orazov Aye

### B. Approval of Single Plan for Student Achievement (SPSA) for MSA 1-8 and MSA SA

H. Beliak made a motion to approve the Single Plan for Student Services for MSA 1-8 and MSA Santa Ana under Consent Agenda.

S. Orazov seconded the motion.

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

#### Roll Call

S. Orazov Aye  
S. Covarrubias Aye  
S. Dikbas Absent  
U. Yapanel Absent  
D. Gonzalez Aye  
S. Sherkhonov Absent  
N. Huynh Aye  
H. Beliak Aye  
C. Brimmer Aye

### C. Approval of MPS School Wellness Policy

H. Beliak made a motion to approve the MPS School Wellness Policy under Consent Agenda.

S. Orazov seconded the motion.

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

#### Roll Call

D. Gonzalez Aye  
S. Orazov Aye  
N. Huynh Aye  
S. Sherkhonov Absent  
H. Beliak Aye  
S. Dikbas Absent  
U. Yapanel Absent  
C. Brimmer Aye  
S. Covarrubias Aye

**D. Approval of Conditions for Classroom and School Volunteer, Visitation, Shadowing, and Removal Policy**

H. Beliak made a motion to approve the Conditions for Classroom and School Volunteer, Visitation, Shadowing, and Removal Policy under Consent Agenda.  
S. Orazov seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Covarrubias Aye  
C. Brimmer Aye  
U. Yapanel Absent  
D. Gonzalez Aye  
H. Beliak Aye  
N. Huynh Aye  
S. Dikbas Absent  
S. Sherkhanov Absent  
S. Orazov Aye

**E. Approval of Advisory Committee of the MPS Board of Directors**

H. Beliak made a motion to approve the creation of the Advisory Committee under Consent Agenda.  
S. Orazov seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Sherkhanov Absent  
U. Yapanel Absent  
N. Huynh Aye  
C. Brimmer Aye  
D. Gonzalez Aye  
S. Covarrubias Aye  
H. Beliak Aye  
S. Dikbas Absent  
S. Orazov Aye

H. Beliak made a motion to approve the filing of "Request for Allowance of Attendance Because of Emergency Conditions for MSA-1,2,4,5,6,7."  
D. Gonzalez seconded the motion.

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

**Roll Call**

U. Yapanel Absent  
S. Sherkhanov Aye  
S. Dikbas Absent  
C. Brimmer Aye  
D. Gonzalez Aye  
S. Covarrubias Aye  
H. Beliak Aye  
N. Huynh Aye  
S. Orazov Aye

**F. Approval of Psychologist and Math Teacher Positions for MSA 1 Using Operational Budget**

H. Beliak made a motion to approve the addition of One Math position and One Psychologist position to MSA1's staff and authorize the principal to fill these positions under Consent Agenda.  
S. Orazov seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

H. Beliak Aye  
 U. Yapanel Absent  
 S. Sherkhanov Absent  
 D. Gonzalez Aye  
 C. Brimmer Aye  
 N. Huynh Aye  
 S. Orazov Aye  
 S. Dikbas Absent  
 S. Covarrubias Aye

A parent from MSA -SA expressed her concerns of MSA- SA and all Magnolia Science Academies (MSAs) needing a nurse onsite. She stated that this concern was delivered to the principal of the school but the issue has not been addressed. The parents believes that the funds spent on the current nurse should be applied in hiring a certified nurse. S. Covarrubias, Board Members, stated that she believes the larger MSAs do need a nurse but she thinks the smaller schools have the appropriate staff in place to address medical needs of students. She briefly went over budget implications of having a nurse at each site.

### III. Action Items

#### A. Filing “Request for Allowance of Attendance Because of Emergency Conditions” for MSA-1,2,4, 5,6,7

D. Yilmaz, Chief Accountability Officer, explained to the Board why MPS had to request allowance of attendance due to emergency conditions for MSA-1,2,4,5,6,7. He explained that this was due to the wildfires that happened on December 6-8 near the schools and the bad quality of air. S. Acar, Chief Operations Officer, explained how the schools had been affected by the fires and how LAUSD had addressed this concern.

H. Beliak made a motion to approve the filing of request for allowance of attendance because of emergency conditions for MSA-1,2,4,5,6,7.

D. Gonzalez seconded the motion.

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

##### Roll Call

S. Covarrubias Aye  
 S. Sherkhanov Absent  
 H. Beliak Aye  
 N. Huynh Aye  
 U. Yapanel Absent  
 S. Dikbas Absent  
 S. Orazov Aye  
 C. Brimmer Aye  
 D. Gonzalez Aye

#### B. Adoption of 2016-17 Audit Reports for all MPS

M. Miller, Partner at Vavrinek, Trine, Day & Company presented the 2016-17 audited financials of MPS to the Board. He gave an overview of the audit review, he explained that each school had a separate audit report and there was one consolidated report that followed each school's guidelines. M. Miller explained the difference between opinions on each report and what each report is needed for. He stated that staff was responsive to requests and requests were completed much quicker than in the past years. M. Miller addressed specific questions Board Members had. The Board decided to table this item, they want the MPS Audit Committee to discuss the audits in depth and for the reports to be brought back to the full Board for approval.



S. Sherkhonov made a motion to table the approval of the 2016-17 audit reports for further discussion by the audit committee and bring it back for full board approval at the January 2018 board meeting.

C. Brimmer seconded the motion.

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

**Roll Call**

N. Huynh Aye  
S. Sherkhonov Aye  
D. Gonzalez Aye  
S. Dikbas Absent  
H. Beliak Aye  
U. Yapanel Absent  
S. Orazov Aye  
C. Brimmer Aye  
S. Covarrubias Aye  
S. Sherkhonov arrived late.

**IV. Discussion Items**

**A. Financial Update- October 2017**

K. Dietz, EdTec Representative, went over the October 2017 Financials. She address Board Members questions.

**B. School Services of California (SSCAL) Contract Extension per LAUSD**

N. Montijo, Chief Financial Officer, explained to the Board why MPS was extended the contract with School Services of California. She explained that the Los Angeles Unified School District had requested that MPS continued to work with SSC for an additional six (6) months. This a contract shall not exceed \$20,000, it is under the CEO approval limit, therefore it does not need to be Board approved but it but it was brought to the Board as an information. Board Members questions were addressed, this was a discussion item, no actions were taken.

**C. Ongoing Facility Project Updates**

M. Lengly, from Gafcon, presented the details on the MSA Santa Ana projected. He said that the school calendar had been discussed so that construction of the gym would not interfere with the operations of the school. Submittal projects are being received and there have been no change orders so far. T. Buresh, from Prime Source, presented the updates on the constructions at the MSA 1 campus. P. Ontiveros, MPS Facility Director, gave an update on MSA San Diego construction details. C. Brimmer, MPS Board Member, stated that MPS staff needs to build a stronger relationship with government officials so they can support our projects. Staff stated what is currently done to connect with government officials and what they plan on doing. This was a discussion item, no actions were taken.

**D. Educational Facilities Group (EFG) Exit Report**

This item was not addressed, no report was provided.

**V. Closed Session**

**A. Public Announcement of Closed Session**

S. Sherkhonov announced in Open Session that the Board was going into Closed Session to discuss; one matter under Anticipated Litigation.

**B. Conference with Legal Counsel - Anticipated Litigation - One Matter**

The Board went into Closed Session to discuss this item.

**C. Public Report of Action, If Any, Taken in Closed Session**

S. Sherkhanov, MPS Board Chair, announced in Open Session that during Closed Session the Board instructed the Chief Executive Officer on further notice regarding the potential litigation item.

**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 10:50 PM.

Respectfully Submitted,  
S. Sherkhanov

# Cover Sheet

## Approval of Single Plan for Student Achievement (SPSA) for MSA- San Diego (MSA-SD)

**Section:** II. Consent Agenda  
**Item:** A. Approval of Single Plan for Student Achievement (SPSA) for  
MSA- San Diego (MSA-SD)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** II.A-MSA-SD\_SPSA\_001.pdf



Board Agenda Item #	IIA- Consent Agenda
Date:	January 18, 2018
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-San Diego

### Proposed Board Recommendation

I move that the board approve the Single Plan for Student Achievement (SPSA) for MSA-San Diego.

### Background

This is an annual plan that the schools prepare to articulate their intervention and student support programs and describe how they will be expending federal funds, including Title-I, Title-II, and Title-III, to supplement such programs. 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, home visits, etc.

The following are the performance goals in the SPSA:

#### **PERFORMANCE GOAL 1A:**

All students will reach high standards, at a minimum, attaining proficiency or better in reading.

#### **PERFORMANCE GOAL 1B:**

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

#### **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.

#### **PERFORMANCE GOAL 2B:**

All immigrant children and youth will be provided with necessary resources and support systems.

**PERFORMANCE GOAL 3:**

All students will be taught by appropriately assigned and fully credentialed teachers as required by law and the charter.

**PERFORMANCE GOAL 4:**

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**PERFORMANCE GOAL 5:**

All students will graduate from high school.

*Prior Board Actions:*

Plans for MSA-1-8 and Santa Ana have already been approved by each school's School Site Council (SSC) and ratified by the MPS Board in December 2017. MSA-San Diego needed more time due to their facilities projects and relatively late school opening. MSA-San Diego's SSC has approved the attached SPSA at their January meeting.

Budget Implications

This plan outlines how federal funds are to be expensed by the school. It is mandatory to have this plan to ensure continuity of such funds.

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

This is a required plan that articulates intervention and student support programs and describes how federal funds, including Title-I, Title-II, and Title-III, will be expended to supplement such programs.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Single Plan for Student Achievement (SPSA) for MSA-San Diego

# Single Plan for Student Achievement



Magnolia Science Academy-San Diego

**A Resource for the School Site Council**

# The Single Plan for Student Achievement

School: Magnolia Science Academy-San Diego

District: San Diego Unified School District

County-District School (CDS) Code: 19-64733-6119945

Principal: Gokhan Serce

Date of this revision: 1/8/2018

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:	Gokhan Serce
Position:	Principal
Telephone Number:	(619) 644-1300
Address:	6525 Estrella Ave San Diego, CA 92120
E-mail Address:	<a href="mailto:gserce@magnoliapublicschools.org">gserce@magnoliapublicschools.org</a>

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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.

**RELATED LCAP GOAL:**

**EXCELLENCE:** All students will pursue academic excellence and be college/career ready.

**Identified Need:**

To increase the percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments

**Expected Annual Measurable Outcomes: (Aligned with LCAP)**

- **State Indicator: Academic: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)**  
All Students: Average Distance from Level 3 will increase by 5 points compared to the prior year.
- **Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments**  
All Students: Percentage will increase by 3% compared to the prior year.
- **Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment**  
All Students: Expected 2017-18 Fall to Spring MAP Reading growth target met percentage: 55%.

**What data did you use to form this goal?**

- Spring 2017 CA School Dashboard data
- 2016 & 2017 SBAC ELA/Literacy data
- 2016-17 Fall to Spring MAP test data
- Fall 2017 MAP test data

**COMPREHENSIVE NEEDS ASSESSMENT**

**What were the findings from the analysis of this data?**



In the fall of 2017, Reading MAP results indicate that we had 63% of our students between an 80-99 percentile range.

Our 2017 SBAC data shows that the greatest opportunity school-wide is in the listening claim. On average, 7.2% of our students are below standard in this area, and 67.0% of our students are near the standard. In comparison, 25.8% of students were above standard.

The data also reveals that during the 2016-17 school year, though with an insignificant

	<p><b>representation EL students at our school, we had 84.6% of these students make progress towards English proficiency.</b></p> <p><b>Overall, our students are rated High (30.9 points above level 3) with a decline from last school year of 10.2 points.</b></p>	
<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>See Form F: Budget Planning Tool</p>	
<p><b>STRATEGY:</b> 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 interim assessments (MAP, IAB, etc.)</p>		
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p><b>Action Step 1:</b></p> <p>Teachers will provide CCSS aligned ELA instruction. (ongoing)</p>	Teachers, leadership team	Teacher salaries and benefits (LCFF funds; see LCAP)
<p><b>Action Step 2:</b></p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (within the first month of the school year)</p> <p><b>Task 1:</b></p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (within the first month of the school year)</p> <p><b>Task 2:</b></p> <p>Students will be provided with targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)</p> <p><b>Task 3:</b></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. (ongoing)</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><b>\$2,300</b> Title I for MAP test</p> <p>\$8,000 for 3 ELA teachers for 5%</p> <p><b>\$1,500</b> Title I for supplementary instructional materials: Books , Rosetta Stone and Read naturally</p> <p>\$6000 for ELA assistant</p> <p><b>\$1500</b> Title I for PD in ELA support and interventions</p>
<p><b>Action Step 3:</b></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. (prior to the start of the school year)</p> <p><b>Task 1:</b></p> <p>Charter School will select reading intervention materials and resources. (prior to the start of the school year)</p> <p><b>Task 2:</b></p>	<p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p>	<p><b>\$5,000</b> Title I for supplementary instructional materials: Membean</p>

<p>Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)</p> <p><b>Task 3:</b></p> <p>Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (prior to the start of the school year and ongoing)</p>	<p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	
<p><b>Action Step 4:</b></p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments, MAP and IABs. (ongoing)</p> <p><b>Task 1:</b></p> <p>Teachers will implement the MAP test in Fall 2017 and Spring 2018 to measure student growth in ELA/Literacy. (fall and spring)</p> <p><b>Task 2:</b></p> <p>Teachers will analyze areas of growth for each student on the Fall 2017 MAP test and measure growth on the Spring 2018 MAP test. Teachers will continue to use in-class/benchmark assessments and IABs as progress indicators. (fall and spring)</p> <p><b>Task 3:</b></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. (ongoing)</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> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	

**PERFORMANCE GOAL 1B:**

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

**RELATED LCAP GOAL:**

**EXCELLENCE:** All students will pursue academic excellence and be college/career ready.

**Identified Need:**

To increase the percentage of students who meet or exceed standard on CASSPP-Mathematics assessments

**Expected Annual Measurable Outcomes: (Aligned with LCAP)**

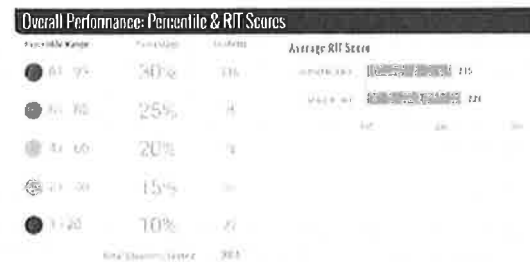
- **State Indicator: Academic: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)**  
All Students: Average Distance from Level 3 will increase by 3 points compared to the prior year.
- **Percentage of students who meet or exceed standard on CASSPP-Mathematics assessments**  
All Students: Percentage will increase by 3% compared to the prior year.
- **Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Mathematics assessment**  
All Students: Expected 2017-18 Fall to Spring MAP Mathematics growth target met percentage: 55%.

**What data did you use to form this goal?**

- Spring 2017 CA School Dashboard data
- 2016 & 2017 SBAC Mathematics data
- 2016-17 Fall to Spring MAP test data
- Fall 2017 MAP test data

**COMPREHENSIVE NEEDS ASSESSMENT**

**What were the findings from the analysis of this data?**



What is a RIT Score? A RIT score is a representation of a student's reading level and is used to measure growth in reading. What is a Percentile? Percentiles describe how a student's score compares with other students who took the test during a school year. What is a Level? A level is a measure of a student's reading ability.

**In the fall of 2017, Math MAP results indicate that we had 55% of our students between an 80-99 percentile range.**

**The 2017 SBAC data shows that the greatest opportunity school-wide is in the problem solving & Modeling/Data claim. On average, 13.6% of our students are below standard in this area, and 49.3% of our students are near the standard. In comparison, 31.7% of students were above standard.**

**Overall, our students are rated High in Mathematics scoring 26.7 points above level 3, and maintained from the previous year at -1.2 points.**

<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>See Form F: Budget Planning Tool</p>	
<p><b>STRATEGY:</b> 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 interim assessments (MAP, IAB, etc.)</p>		
<p><b>Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Cost and Funding Source (Itemize for Each Source)</b></p>
<p><b>Action Step 1:</b></p> <p>Teachers will provide CCSS aligned math instruction. (ongoing)</p>	<p>Teachers, leadership team</p>	<p>Teacher salaries and benefits (LCFF funds; see LCAP)</p>
<p><b>Action Step 2:</b></p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (within the first month of the school year)</p> <p><b>Task 1:</b></p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (within the first month of the school year)</p> <p><b>Task 2:</b></p> <p>Students will be provided with targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)</p> <p><b>Task 3:</b></p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (ongoing)</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><b>\$2,300</b> Title I for MAP test</p> <p>\$8,000 for 3 Math teachers for 5%</p> <p><b>\$1,000</b> Title I for PD in math support and interventions</p>
<p><b>Action Step 3:</b></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. (prior to the start of the school year)</p> <p><b>Task 1:</b></p> <p>Charter School will select math intervention materials and resources. (prior to the start of the school year)</p> <p><b>Task 2:</b></p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)</p> <p><b>Task 3:</b></p> <p>Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities.</p>	<p>Math 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><b>\$2,000</b> Title I for supplementary instructional materials: Study Island</p>

(prior to the start of the school year and ongoing)		
<p><b>Action Step 4:</b> Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing)</p> <p><b>Task 1:</b> Teachers will implement the MAP test in Fall 2017 and Spring 2018 to measure student growth in math. (in fall and spring; ongoing)</p> <p><b>Task 2:</b> Teachers will analyze areas of growth for each student on the Fall 2017 MAP test and measure growth on the Spring 2018 MAP test. Teachers will continue to use in-class/benchmark assessments and IABs as progress indicators. (in fall and spring; ongoing)</p> <p><b>Task 3:</b> 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. (ongoing)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	

<p><b>PERFORMANCE GOAL 2A:</b></p> <p>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><b>RELATED LCAP GOAL:</b></p> <p><b>EXCELLENCE:</b> All students will pursue academic excellence and be college/career ready.</p> <p><b>Identified Need:</b></p> <p>To increase the percentage of ELs who make annual progress in learning English as measured by ELPI; to increase the percentage of ELs who meet or exceed standard on CASSPP-ELA/Literacy and math assessments;</p> <p><b>Expected Annual Measurable Outcomes: (Aligned with LCAP)</b></p> <ul style="list-style-type: none"> <li>▪ <b>State Indicator: English Learner Progress Indicator (ELPI):</b> Percentage of ELs who are making progress toward language proficiency from one year to the next on the CELDT/ELPAC and the number for ELs who were reclassified from EL to fluent English proficient in the prior year</li> </ul> <p>Percentage on ELPI is not calculated due to insignificant student count in the EL student group Expected EL reclassification rate: 25%.</p> <ul style="list-style-type: none"> <li>▪ <b>State Indicator: Academic: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)</b></li> </ul> <p>ELs: Average Distance from Level 3 will decrease by 6 points compared to the prior year.</p> <ul style="list-style-type: none"> <li>▪ <b>Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments</b></li> </ul> <p>ELs: Percentage will increase by 5% compared to the prior year.</p> <ul style="list-style-type: none"> <li>▪ <b>Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment</b></li> </ul> <p>ELs: Expected 2017-18 Fall to Spring MAP Reading growth target met percentage: 55%.</p> <ul style="list-style-type: none"> <li>▪ <b>State Indicator: Academic: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)</b></li> </ul> <p>ELs: Average Distance from Level 3 will decrease by 5 points compared to the prior year.</p> <ul style="list-style-type: none"> <li>▪ <b>Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments</b></li> </ul> <p>ELs: Percentage will increase by 5% compared to the prior year.</p> <ul style="list-style-type: none"> <li>▪ <b>Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment</b></li> </ul> <p>ELs: Expected 2017-18 Fall to Spring MAP Mathematics growth target met percentage: 55%.</p>	
<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>▪ Spring 2017 CA School Dashboard data</li> <li>▪ 2016 &amp; 2017 SBAC ELA/Literacy &amp; Mathematics data</li> <li>▪ 2016-17 Fall to Spring MAP test data</li> <li>▪ Fall 2017 MAP test data</li> <li>▪ CELDT/ELPAC results</li> <li>▪ EL reclassification rates</li> </ul>	<p><b>COMPREHENSIVE NEEDS ASSESSMENT</b></p> <p><b>What were the findings from the analysis of this data?</b></p> <p>Data reveals that during the 2016-17 school year, though with an insignificant representation EL students at our school, we had 84.6% of these students make progress towards English proficiency.</p> <p>In the 2016-2017 school year 14 students took the CELDT including 1 student who took the initial assessment.</p> <p>Overall 2 students scored advanced, 5 students scored early-advanced, 6 students scored intermediate, 1 student scored early intermediate.</p> <p>With regards to EL reclassification rates in the 2016-2017 school year 2 students were Reclassified English Language Proficient after the CELDT exam and results on their MAP tests were analyzed. This represents a 14% reclassification rate.</p>

	<p>In the 2017-2018 school year 3 students who are newcomers were assessed with the CELDT. At the time of this report, the official results have not been received.</p>	
<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>See Form F: Budget Planning Tool</p>	
<p><b>STRATEGY:</b> 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><b>Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Cost and Funding Source (Itemize for Each Source)</b></p>
<p><b>Action Step 1:</b></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. (ongoing)</p> <p><b>Task 1:</b></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. (prior to the start of the school year)</p> <p><b>Task 2:</b></p> <p>ELD time will be built into in the master schedule. (prior to the start of the school year)</p> <p><b>Task 3:</b></p> <p>Charter School will purchase supplementary</p>	<p>Teachers, leadership team</p>    <p>Office, EL coordinator, leadership team</p>   <p>Dean of Academics, Principal</p>	<p><b>\$685</b> Title I for supplementary instructional materials:</p> <p>\$300 for novels for EL classes</p> <p>\$285 for BrainPOP ESL</p> <p>\$100 for Oxford dictionaries for EL classes</p> <p>Below costs are already mentioned in Goal 1-A</p> <p><b>\$2,300</b> Title I for MAP test</p> <p><b>\$8,000</b> for 3 ELA</p>



<p>ELD materials and benchmark assessments. (prior to the start of the school year)</p> <p><b>Task 4:</b></p> <p>Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing)</p>	<p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p>	<p>teachers for 5%</p> <p><b>\$1,500</b> Title I for supplementary instructional materials: Books , Rosetta Stone and Read naturally</p> <p><b>\$6000</b> for ELA assistant</p> <p><b>\$1500</b> Title I for PD in ELA support and interventions</p> <p><b>\$5,000</b> Title I for supplementary instructional materials: Membean</p>
<p><b>Action Step 2:</b></p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (within the first month of the school year)</p> <p><b>Task 1:</b></p> <p>Teachers will identify targeted ELD areas and levels of support needed. (within the first month of the school year)</p> <p><b>Task 2:</b></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. (ongoing)</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><b>Action Step 3:</b></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, LABs, etc., have been described in Performance Goal 1.)</i> (ongoing)</p> <p><b>Task 1:</b></p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (ongoing)</p> <p><b>Task 2:</b></p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (ongoing)</p> <p><b>Task 3:</b></p> <p>Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (ongoing)</p> <p><b>Task 4:</b></p> <p>The EL program coordinator sponsored by the</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</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU of the Consortium, 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>Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing)</p> <p><b>Task 5:</b> The school leadership will implement the observation protocol monthly. (ongoing)</p> <p><b>Task 6:</b> The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing)</p>	<p>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>	
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<p><b>PERFORMANCE GOAL 2B:</b> All immigrant children and youth will be provided with necessary resources and support systems.</p> <p><b>RELATED LCAP GOAL:</b> EXCELLENCE: All students will pursue academic excellence and be college/career ready. CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p> <p><b>Identified Need:</b> To provide necessary counseling and support to immigrant students</p> <p><b>Expected Annual Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		
<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>Information on student background, family, grades, and behavior</li> </ul>	<p><b>COMPREHENSIVE NEEDS ASSESSMENT</b></p> <p><b>What were the findings from the analysis of this data?</b></p> <p>Currently MSA-San Diego has 4 immigrant students. One in 6<sup>th</sup> grade, two in 7<sup>th</sup> grade and one in 8<sup>th</sup> grade. Two of these students are from Turkey, One from Brazil and one from Philippines. Based on CELDT testing two of the students are at Beginning level, one Intermediate and one Early Intermediate level.</p> <p>Currently we are providing the following services.</p> <p>Family/literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.</p> <p>Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.</p> <p>Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p> <p>Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.</p>	
<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>See Form F: Budget Planning Tool</p>	
<p><b>STRATEGY:</b> Charter School will arrange for counseling to provide support and resources to immigrant students and PD for school staff to best support those students.</p>		
<p><b>Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Cost and Funding Source (Itemize for Each Source)</b></p>
<p><b>Action Step 1:</b> 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. (Ongoing)</p> <p><b>Task 1:</b> Charter School will identify the immigrant</p>	<p>Teachers, leadership team</p> <p>Office, Dean of Culture, RTI coordinator, EL</p>	<p><b>\$500</b> for immigrant student counseling (Estimated 10 hours per year at \$50 per hour)</p>

<p>students and their needs. (prior to the start of the school year)</p> <p><b>Task 2:</b></p> <p>Charter School will arrange for counseling 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. (ongoing)</p> <p><b>Task 3:</b></p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (ongoing)</p>	<p>coordinator, leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p>	
<p><b>Action Step 2:</b></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. (ongoing)</p> <p><b>Task 1:</b></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. (ongoing)</p>	<p>Dean of Culture, RTI coordinator, EL coordinator, leadership team</p>	<p><b>\$600</b> Title I for PD in immigrant education</p>

<p><b>PERFORMANCE GOAL 3:</b></p> <p>All students will be taught by appropriately assigned and fully credentialed teachers as required by law and the charter.</p> <p><b>RELATED LCAP GOAL:</b></p> <p>EXCELLENCE: All students will pursue academic excellence and be college/career ready.</p> <p><b>Identified Need:</b></p> <p>To ensure teachers are appropriately assigned and fully credentialed</p> <p><b>Expected Annual Measurable Outcomes: (Aligned with LCAP)</b></p> <ul style="list-style-type: none"> <li>▪ Local Indicator: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%.</li> <li>▪ 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.</li> </ul>		
<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>▪ Initial and annual verification of teacher credentials</li> <li>▪ Compliance documentation for Charter School Oversight Visit</li> <li>▪ Teacher PD needs assessments</li> <li>▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs</li> <li>▪ Teacher performance evaluations</li> </ul>	<p><b>COMPREHENSIVE NEEDS ASSESSMENT</b></p> <p><b>What were the findings from the analysis of this data?</b></p> <p>MSA-SD employees meet the requirements of HQT as per our charter and the expectations set forth by our authorizer.</p> <p>Teachers have a brief walkthrough at least twice per semester and one formal observation every semester. These observations in addition to their student performance scores are used to provide an overall annual evaluation.</p> <p>All of the teachers at MSA-SD are expected to be members of a national or state level professional organization in their content area. They are also encouraged to attend conferences and training related to their content area. Teachers participate bi-weekly in subject specific professional learning committees to focus on sharing best practices related to their content area.</p> <p>This year School modified its academic calendar to add more staff PD half and full days to provide specific PDs</p> <p>During MPS summer in-service, our administrators attended the teacher sessions to bring back the beneficial resources to our two week in-service in San Diego. MSA-San Diego Staff got a two day Restorative Practices PD through SDCOE, a half day PD from the author of Teach Like a pirate, Dave Burgess, a data PD from professors at SDSU.</p>	
<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>See Form F: Budget Planning Tool</p>	
<p><b>STRATEGY:</b> 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><b>Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Cost and Funding Source (Itemize for</b></p>

		<b>Each Source)</b>
<p><b>Action Step 1:</b></p> <p>Charter School will conduct credential review and support teachers' credentialing needs. (ongoing)</p> <p><b>Task 1:</b></p> <p>Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing)</p> <p><b>Task 2:</b></p> <p>Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing)</p> <p><b>Task 3:</b></p> <p>Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing)</p>	<p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p>	<p>BTSA/EL Authorization Credentialing program cost (LCFF funds; see LCAP)</p>
<p><b>Action Step 2:</b></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. (ongoing)</p> <p><b>Task 1:</b></p> <p>Charter School will schedule PD in abovementioned areas. (ongoing)</p> <p><b>Task 2:</b></p> <p>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. (ongoing)</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, EL coordinator, 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><b>Action Step 3:</b></p> <p>Teachers will receive PD in areas of need identified through needs assessment. (ongoing)</p> <p><b>Task 1:</b></p> <p>Charter School will identify further PD needs besides the ones listed in Action Step 2. (ongoing)</p> <p><b>Task 2:</b></p> <p>Charter School will schedule PD in areas of need. (ongoing)</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>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><b>Action Step 4:</b></p> <p>Charter School will evaluate its teachers for their performance. (ongoing)</p>	<p>Principal, leadership team</p>	<p>Teacher performance pays are part of salaries (LCFF funds; see LCAP)</p>

<p><b>Task 1:</b>                  Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing)</p> <p><b>Task 2:</b>                  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. (ongoing)</p> <p><b>Task 3:</b>                  Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing)</p>	<p>Principal, leadership team</p> <p>Principal, leadership team</p> <p>Home Office, principal, leadership team</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.

**RELATED LCAP GOAL:**

**CONNECTION:** All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

**Identified Need:**

To avoid chronic absenteeism, school dropout, student suspension and expulsion; to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning; and to increase student attendance, sense of safety and school connectedness

**Expected Annual Measurable Outcomes: (Aligned with LCAP)**

- Charter School will maintain an ADA rate of at least 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 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- School experience survey average approval rates will be: Students: 80%, Families: 80%, Staff: 80%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 12% 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 SIS
- Survey reports
- Home visit calendar

**COMPREHENSIVE NEEDS ASSESSMENT**

**What were the findings from the analysis of this data?**

During the 2016-2017 school year MSA-San Diego had an ADA rate of 96.16%. This was achieved with creating a school climate where students feel welcome and safe. The school has a character education program called Get Ready for Life that focuses on social emotional learning, life skills, and anti-bullying topics. The suspension rate for the 2016-2017 school year was 1.1% which was within our goal but is a number we have enacted policies to attempt to reduce. The expulsion rate for the school was 0%. The chronic absenteeism rate was below 5% . We had monthly Parent Task Force (PTF) meetings as well as several campus events aimed at getting parent involvement as well as events aimed specifically at parents. This included coffee with the principal in which parents were invited monthly to meet the principal before school, school dances, University Showcase, Walk-a-thon, School Olympics and many other events.

With these data points in mind we set the goals of having an annual ADA percentage of 95%, as well as maintain a chronic absenteeism rate of no more than 5%. In order to ensure parents are involved in the school community we will be using periodic surveys to ensure parents are happy with the current programs at the school and to seek input for future campus changes and improvements. We have also set a goal of visiting 12% of the students with a home-visit during the school year to increase the connection between our school and the home and we were able to meet it..

The school has created a Comprehensive School Safety Plan and shared it with all stakeholders at the school. This plan is critical in creating a safe environment at our campus. Each classroom is equipped with a full set of emergency supplies. Additionally the school participates



	in monthly emergency drills to ensure that all students	
<b>How will the school evaluate the progress of this goal?</b> Weekly, monthly, quarterly, and annual program monitoring and evaluation	<b>Where can a budget plan of the proposed expenditures for this goal be found?</b> See Form F: Budget Planning Tool	
<b>STRATEGY:</b> 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.		
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<b>Action Step 1:</b> Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing)  <b>Task 1:</b> Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)  <b>Task 2:</b> Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)	Teachers, Dean of Students, leadership team  Teachers, Dean of Students, leadership team  Teachers, Dean of Students, leadership team	Restorative Practices PD(Provided by SDCOE for Free)
<b>Action Step 2:</b> Charter School will offer Life Skills program to supplement instruction. (ongoing)  (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 the Charter School'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.)	Teachers, Dean of Culture, leadership team	<b>\$15,000</b> Life Skills teacher <b>(30%)</b>
<b>Action Step 3:</b> Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (ongoing)  <b>Task 1:</b>	Teachers, Dean of Culture, leadership team  Teachers, Dean of Culture,	<b>\$500</b> Title I for parent workshops (mailing expenses: \$100, presenter compensation: \$400)

<p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing)</p> <p><b>Task 2:</b> Charter School will schedule annual workshops for parents of EL students. Topics to be covered include, but are not limited to, 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. (ongoing)</p>	<p>Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p>	
<p><b>Action Step 4:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (ongoing)</p> <p><b>Task 1:</b> Charter School teachers will schedule and make home-visits. (ongoing)</p> <p><b>Task 2:</b> Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing)</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>	<p><b>\$6,000</b> Title I for home-visit stipends</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.

### **Magnolia Public Schools Home Office (“Home Office”)**

The Magnolia Public Schools Home Office (“Home Office”)” executes the decisions and policies set by the Board. Through the Home Office, MPS establishes its educational mission in all MPS schools. Home Office provides services to the schools, supports and holds accountable the schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. Home Office manages business operations of schools, which reduces program and operations-related burdens of the school administration and enables the schools to receive services at a lower cost. The services of Home Office include, but are not limited to:

- **Academics**
  - Academic standards, assessment, compliance and evaluation
  - Curriculum
  - Professional development and coaching
  - Special Education support
  - English Learner support
  - Gifted and Talented and special programs support
  - Science and blended learning advisory
- **Operations**
  - Governance support
  - Finance and accounting
  - Purchasing and contract compliance
  - Policies and procedures management
  - Legal
  - Facilities
  - Risk management
  - Information technology and data management
  - Auditing and compliance
  - Regional school site operational support
- **Talent**
  - Human resources operations
  - Recruitment and hiring
  - Credentials and qualifications oversight
  - Leadership development and career path support
- **External Relations**
  - Family and community engagement
  - Facilitation of school site governance councils and LCAP management
  - Development
  - Communications

## School Goal #: 1A, 1B, 2A, 2B, 3

<b>Actions to be Taken to Reach This Goal<sup>1</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	<b>Start Date<sup>2</sup></b>  <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
<p><b>Instructional Support</b></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"> <li>▪ Instructional strategies in Common Core State Standards implementation</li> <li>▪ Literacy development across the curriculum</li> <li>▪ Instructional strategies in mathematics</li> <li>▪ Language acquisition for English learners</li> <li>▪ Content area strategies</li> <li>▪ Development of advanced instructional programming</li> <li>▪ Intensive intervention</li> <li>▪ Integration of state instructional resources, including digital libraries</li> <li>▪ STEM activities</li> <li>▪ Blended learning</li> </ul>	ongoing	Charter School receives these services from the Home Office. State or federal program funds as outlined in the school's Consolidated Application are not used to fund these services.	N/A	N/A

<sup>1</sup> 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.

<sup>2</sup> 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><b>Title III-LEP Support</b></p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback 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 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>	ongoing	<p>Services and operating expenses, professional salaries and benefits for the MPS EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU of the consortium, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The MPS EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p><b>\$59,103.00</b></p> <p>for the Magnolia Science Academy Consortium</p>	Title III-LEP

## School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p><b>Actions to be Taken to Reach This Goal</b>            Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p><b>Start Date</b> <b>Completion Date</b></p>	<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source (itemize for each source)</b></p>
<p><b>Data Disaggregation</b>            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"> <li>▪ SBAC ELA/Literacy and math data disaggregated by grade and student groups</li> <li>▪ MAP test ELA and math data disaggregated by grade and student groups</li> <li>▪ CELDT results disaggregated by grade, years in US, etc.</li> <li>▪ CA Schools Dashboard data disaggregated by grade and student groups</li> <li>▪ Graduation data</li> <li>▪ ADA reports</li> <li>▪ Graduation data</li> <li>▪ Any other data as needed</li> </ul>	<p>ongoing</p>	<p>Charter School receives these services from the Home Office. State or federal program funds as outlined in the school's Consolidated Application are not used to fund these services.</p>	<p>N/A</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><b>Parent and Community Outreach</b></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"> <li>▪ Providing professional development opportunities in parent education programs</li> <li>▪ Serving as a link to parent and community resources</li> <li>▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites</li> <li>▪ Coordinating parent education and community outreach meetings</li> <li>▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making</li> <li>▪ Providing staff and family access to trainings in effective school, family, and community partnerships</li> <li>▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools</li> </ul>	ongoing	Charter School receives these services from the Home Office. State or federal program funds as outlined in the school's Consolidated Application are not used to fund these services.	N/A	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><b>Monitoring the Implementation of the Plan</b></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"> <li>▪ Developing and monitoring the school budget and preparing financial reports</li> <li>▪ Monitoring the implementation of state and federally funded programs</li> <li>▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan</li> <li>▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas</li> </ul>	ongoing	Charter School receives these services from the Home Office. State or federal program funds as outlined in the school's Consolidated Application are not used to fund these services.	N/A	N/A

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/fq/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"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> 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"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)</b>	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$32,091	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (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"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (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"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$7,265	<input checked="" type="checkbox"/>

<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> 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 <sup>3</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds (list and describe)</b> <b>Title III, Part A: Immigrant Education Program</b>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds (list and describe)</b>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds (list and describe)</b>	\$	<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.

<sup>3</sup> 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.<sup>4</sup> 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
Gokhan Serce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latif Arslan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nathan Williams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane McBee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cornelio Egasani	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kayla Duncan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Julia Conner	<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	1	2

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<sup>4</sup> 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: 1/8/2018.

Attested:

*[Signature]*  
 Typed name of School Principal

*[Signature]*  
 Signature of School Principal

1/8/2018  
 Date

Kayla Duncan  
 Typed name of SSC Chairperson

*[Signature]*  
 Signature of SSC Chairperson

1/8/2018  
 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
\$32,091	Title I, Part A	\$51,885	\$0.00
\$7,265	Title II	\$8,000	\$0.00
\$59,103.00	Title III, LEP	*A total of \$59,103 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	

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	\$31,000.00
Classified Personnel Salaries	2000-2999	\$5,000.00
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$13,785.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$10,000.00
Communications	5900	\$100.00
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: 3 ELA teachers for 5%	Certificated Personnel Salaries	1000-1999	\$8,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,300.00	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999		\$5,000.00
Action Step 2: Books , Rosetta Stone and Read Naturally	Books and Supplies	4000-4999		\$1,500.00
Action Step 3: Membean	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800		\$1,500.00

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	\$8,000.00	
Classified Personnel Salaries	2000-2999		\$5,000.00
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$7,300.00	\$1,500.00
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$1,500.00
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: 3 math teachers for 5%	Certificated Personnel Salaries	1000-1999	\$8,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,300.00	
Action Step 3: Math intervention program: Study Island	Books and Supplies	4000-4999	\$2,000.00	
Action Step 3: PD in math 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	\$8,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$4,300.00	
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 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: Supplementary student materials : Novels, dictionaries, Brainpop ESL	Books and Supplies	4000-4999	\$685.00	

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	\$685.00	
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 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	\$500.00	
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800	\$600.00	

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	\$1,100.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

**PERFORMANCE GOAL 3:** All students will be taught by appropriately assigned and fully credentialed teachers as required by law and the charter.

<b>Budget Category</b>	<b>Code</b>	<b>Estimated Costs Title I, Part A</b>	<b>Estimated Costs Title II</b>
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 2: Life Skills Teacher 30%	Certificated Personnel Salaries	1000-1999	\$15,000.00	
Action Step 3: mailing expenses	Communications	5900	\$500.00	
Action Step 3: Home-visit stipends/ Parent workshop	Prof. Services and Operating Expenditures	5800	\$6,400.00	

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	\$15,000.00	
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	\$6,400.00	
Communications	5900	\$100.00	
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.

### SPSA ANNUAL EVALUATION

The SSC met and evaluated the 2016-17 SPSA on January 8, 2018 and approved the 2017-18 SPSA. The following are highlights from the annual evaluation:

- Based on the 2016-17 state test results MSA-San Diego met its goals both in math and ELA and MSA-San Diego is still the highest performing middle school in the neighborhood.
- The intervention programs for our students are still a priority in the current SPSA. MSA-San Diego teachers will continue to provide targeted CCSS aligned ELA and math intervention during the daily intervention period, before and after school. Unfortunately, due to construction Saturday interventions will not take place until March, 2018. Due to budget cuts school doesn't have a dedicated Title 1 teacher but school hired an ELA assistant to help EL students during the day and during power classes.
- MSA-San Diego exceeded its home visit goal in 2016-17 year.
- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA-San Diego continues to actively using "Teachboost" program and MPS 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.

- **Based on student , parent and teacher feedback MSA-San Diego provided a 2 day Restorative Practices training to all its staff and started the full implementation of the program.**



# Cover Sheet

## Approval of MPS School Safety Plans for MSA 1-8, MSA-Santa Ana and MSA-San Diego

**Section:** II. Consent Agenda  
**Item:** B. Approval of MPS School Safety Plans for MSA 1-8, MSA-Santa Ana and MSA-San Diego  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** II.B-School\_Safety\_Plan\_001 (1).pdf  
MSA-2 Safe School Plan.pdf  
MSA-3 School Safety Plan.pdf  
MSA-6 School Safety Plan.pdf  
MSA-8-Safe School Plan 2017-18.pdf  
MSA-SA School Safety Plan.pdf  
MSA1 School Safety Plan.pdf  
MSA4 School Safety Plan.pdf  
MSA5.pdf  
MSA7 School Safety Plan.pdf  
San Diego School Safety Plan.pdf





Board Agenda Item #	II.B_Consent Agenda
Date:	January 18, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Victoria Marzouk, Director of Special Programs
RE:	School Safety Plans

### Proposed Board Recommendation

I move that the board approve the School Safety Plans for Magnolia Science Academies 1-8, Santa Ana and San Diego.

### Background

Comprehensive School Safety Plans are required by our authorizers to ensure that we have a plan and are prepared in case of an emergency.

### Budget Implications

None

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

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

Name of Staff Originator: Victoria Marzouk

### Exhibits (attachments):

School Safety Plans from MSA-1-8, MSA-SA and MSA-SD

## 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 November 24, 2017 at  
MSA-2

Reviewed by Law Enforcement November 28, 2017

Plan Adopted by School Site Council December 1, 2017

Plan approved by Magnolia Public Schools Board December 8,  
2016

### Committee Members

Selcuk Keskindurk, Principal  
David Garner, Designee  
Nick Capretta, Teacher Representative  
Sandra Covarubbias, Parent of Attending Student  
Wendy Salinas, Classified Employee  
SLO Oscar Bocanegra, LAPD  
Maureen Simon, Student

This document is available for public inspection on our school's  
website at [msa2.magnoliapublicschools.org](http://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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15. School Evacuation Map	Page 105

## **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](http://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: \_\_\_\_\_

<b>A.</b>	<b>REPORTING PARTY</b>	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? <input type="checkbox"/> YES <input type="checkbox"/> NO			
<b>B.</b>	<b>REPORT NOTIFICATION</b>	<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 ( )			
<b>C.</b>	<b>VICTIM</b>	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS				Street	City	Zip	
		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				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"/> 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"/> UNK	
<b>D.</b>	<b>INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>							
		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 ( )			
<b>D.</b>	<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX			
		ADDRESS				Street	City	Zip	
						TELEPHONE ( )			
OTHER RELEVANT INFORMATION									
<b>E.</b>	<b>INCIDENT INFORMATION</b>	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)

- Fire
- Earthquake drill with evacuation
- Shelter in Place
- Drop/Cover/Hold or "Drop"
- 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.  
 \_\_\_\_\_

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](mailto: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

### Insurance Claim Form:

**HOW TO FILE A CLAIM:**

1. Complete this form within 90 days.
2. Attach this form, Bill and Primary Carrier Statement.
3. Mail to Gallagher/Kostor, 3110 Minney Rd, Clancy, MO 63011 or Fax: 637-459-6939 alt:rsports | File: 677-145-0828

Gallagher Kostor/BMI Benefits Accident Claim Form



ANY PERSON WHO KNOWINGLY AND/OR WITH INTENT TO INJURE, DEFRAUD OR DECEIVE AN INSURANCE COMPANY OR OTHER PERSONS FILES A STATEMENT OF CLAIM CONTAINING FALSE, INCOMPLETE OR MISLEADING INFORMATION, MAY BE CRIMINAL OR INSURANCE FRAUD AND SUBJECT TO CRIMINAL AND SUBSTANTIAL CIVIL PENALTIES.

*This part must be completed and signed by an official of the policyholder or the claim cannot be processed!*

PART A: POLICYHOLDER					
Service Organization	Policy#				
Service Mailing Address	City, State, Zip				
Injured Person's Name	Birth date	Male	Female		
Date of Injury	Time	Type of Injury	Part of body injured		
How did injury occur?					
Accident Type	Classification	Alt. Classification	Severity	Other	
Are the limbs of the injury and the injured involved in or to be repaired and repaired by the policyholder? YES <input type="checkbox"/> NO <input type="checkbox"/>					
Name of Subscriber	Work Location (as shown in the accident report)			Date of Incident	
Signature of Subscriber (Print)	Title		Date		

PART B: INJURED PERSON'S INFORMATION	
THE INJURED PERSON'S SOCIAL SECURITY NUMBER MUST BE PROVIDED AS REQUIRED BY THE CENTER FOR MEDICARE SERVICES.	
Injured Person's Social Security Number	
Injured Person's Home Address (Street, City, State, Zip)	
Is the Injured Person Employed? YES <input type="checkbox"/> NO <input type="checkbox"/> If yes, please list employer's name.	
Is the Injured Person Married? YES <input type="checkbox"/> NO <input type="checkbox"/> Spouse's Name	
Is the Spouse Employed? YES <input type="checkbox"/> NO <input type="checkbox"/> If yes, please list employer's name.	
Are you covered by your employer's health, dental and vision benefits? (group-term life) YES <input type="checkbox"/> NO <input type="checkbox"/>	
If Yes, Name of Insurance Carrier	

PARENT/GUARDIAN INFORMATION	
Full name (Last, First)	Mother or Guardian Name
Address (Street, City, State, Zip)	Address (Street, City, State, Zip)
Home Phone	Home Phone
Is the Father Employed? YES <input type="checkbox"/> NO <input type="checkbox"/>	Is the Mother Employed? YES <input type="checkbox"/> NO <input type="checkbox"/>

SECTION A (INSURED/FATHER)	SECTION B (SPOUSE/MOTHER)
Employer	Employer
Address (Street, City, State, Zip)	Address (Street, City, State, Zip)
Business Phone	Business Phone
Insurance Company	Insurance Company
Policy#	Policy#

**MEDICAL INFORMATION AUTHORIZATION ASSIGNMENT OF BENEFITS.**  
 I give the above authorized individual the right of and to BMI Benefits, LLC or the accompanying companies with which I work, information which may include, but is not limited to, discharge and treatment rendered, X-ray and reports and all medical and health records, all tests done by professional services and hospital records rendered on my behalf. The foregoing authorization applies to all my future medical and health records, all tests done by professional services and hospital records rendered on my behalf. I understand and agree that any legal claim I may desire to file to obtain compensation for my injury or illness, or any other claim, shall be subject to the provisions of the Workers' Compensation Act, Chapter 281, Section 2-1, of the Laws of the State of New York. Any person who knowingly or with intent to defraud or deceive any other person files a statement of claim containing any material false, incomplete or misleading information concerning any fact material to such person's compensation may be subject to criminal and civil penalties and shall also be subject to a civil penalty not to exceed four times the benefits payable to the claimant.

Signature of Authorized Person's Signature	Date
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### **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.

## **Suspension (Discretionary 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 resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.

15. 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.
16. 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.
17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “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:

i. 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.

ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience interference with his or her academic performance.

iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or 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:

i. A message, text, sound, video, or image.

ii. 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 subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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. iii. An act of cyber sexual bullying.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.

1) Notwithstanding subparagraphs (1) and (2) 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.

20. 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 (3)(a)-(b).

21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

### **Suspension (Mandatory Offenses)**

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. 48915(c)(4)

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

**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 Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection 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. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

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 (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.

16. 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.
17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.

iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or 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:

i. A message, text, sound, video, or image.

ii. 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 subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.



(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or schoolsanctioned activities.

- 1) Notwithstanding subparagraphs (1) and (2) 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.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

### **Expulsion (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

### **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):

\_\_\_\_\_  
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\_\_\_\_\_

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 witha 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 (Component 1)**

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/School-wide Events
- 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 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
- 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 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, MSA2 will continue to offer Life Skill classes to all students.
  - Students will continue to participate in CSUN Counseling 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 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
- 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
  - Drug and Alcohol Prevention Workshops conducted by The National Council on Alcoholism and Drug Dependence (NCADD)
  - 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
  - School will continue to invite K-9 unit to school

### **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 2 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 2 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, including via video cameras located throughout our campus and security guard in our entrance
  - 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
  - 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
- 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 and all classrooms are 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** 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 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.
- **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)

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.



<b>BEHAVIORAL EXPECTATIONS</b>		
<b>BE SAFE</b>	<b>BE RESPONSIBLE</b>	<b>BE RESPECTFUL</b>
<ul style="list-style-type: none"> <li>● Keep hands to yourself.</li> <li>● Ask for permission to use any equipment, resources or materials.</li> <li>● Use equipment appropriately and for its intended use.</li> <li>● Walk to and from class during transition periods.</li> <li>● Report unsafe behaviors (e.g., bullying)</li> <li>● Remain in assigned areas.</li> <li>● Solve problems peacefully.</li> <li>● If you are unsure of something, seek help from or ask an adult.</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive to class on time and ready to work.</li> <li>● Be on task.</li> <li>● Be prepared each day with school materials.</li> <li>● Give full effort in all work.</li> <li>● Raise hand in class.</li> <li>● Be in proper uniform.</li> <li>● Follow classroom expectations.</li> <li>● Throw away waste in proper receptacle.</li> <li>● Keep campus clean.</li> <li>● Sit in assigned seat.</li> <li>● Respect school property and ask before borrowing other's property.</li> <li>● Use restroom during non-class time.</li> </ul>	<ul style="list-style-type: none"> <li>● Follow the teacher's directions and use positive language with peers.</li> <li>● Acknowledge one's mistakes and correct them.</li> <li>● Be kind to others.</li> <li>● Respect each other's differences.</li> <li>● Respect other's property and personal space.</li> <li>● Use a quiet, conversational voice.</li> <li>● Use polite language such as thank you, you're welcome, and I'm sorry.</li> <li>● If in disagreement, voice concerns respectfully and appropriately.</li> <li>● Cooperate with adults and peers.</li> </ul>

### **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.

**Multi-Tiered System of Response to Behavior**

# Universal

## Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infraction	Interventions
<ul style="list-style-type: none"> <li>● Invading personal space</li> <li>● Antagonizing others</li> <li>● Violation of school/class rules</li> <li>● Horseplaying</li> <li>● Violating off-limits/restricted area</li> <li>● Habitually tardy and/or not being in assigned location</li> <li>● Disrupting the learning environment/Off task</li> <li>● Littering</li> <li>● Not having proper materials, supplies, and/or equipment for class participation</li> <li>● Inappropriate use of electronic devices</li> <li>● Dress code violation</li> <li>● Inappropriate language/actions (hurtful, vulgar, gossip, etc.)</li> <li>● Passive participation in hurtful acts/words against others</li> <li>● Public display of affection (holding hands, kissing, hugging, etc.)</li> <li>● Refusing to cooperate and comply with school rules/personnel</li> </ul>	<p>School Wide PBIS                      Social-Emotional Learning Program                      Proactive Classroom Management                      Regular, Preemptive Communication with Families                      Classroom Incentives                      Seating, assignment, behavioral accommodations                      Conferencing with Student(s) and Parents                      Verbal correction and redirection                      Reminders, Role-Play, daily progress sheet                      Loss of Classroom Privileges                      Written and/or verbal reflection</p>

## Selected

### Examples of Support, Removal and Administrative Responses

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infraction	Interventions
<ul style="list-style-type: none"> <li>● Using/possessing tobacco and/or lighter</li> <li>● Violating traffic or safety regulations</li> <li>● Encouraging other students to violate school rules</li> <li>● Leaving school and/or school bus without permission</li> <li>● Fighting and/or arranging altercations</li> <li>● Using objects inappropriately (i.e., the use of an object to harm others or damage property)</li> <li>● Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)</li> <li>● Defacing and/or vandalism of school property</li> <li>● Plagiarism/academic dishonesty</li> <li>● Leaving school or classroom without permission (truancy)</li> <li>● Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)</li> <li>● Stealing and/or possessing stolen property</li> <li>● Failure to attend to/complete assigned restorative action</li> <li>● Gambling or Extortion</li> <li>● Habitual violations of school/class rules</li> <li>● Forgery of signatures</li> <li>● Sexually explicit behavior</li> <li>● Planning and/or arranging actions with malicious intent</li> <li>● Writing or drawing obscene /profane language/pictures</li> <li>● Harassment (i.e., physical, verbal, and sexual)</li> <li>● Bullying/cyberbullying</li> <li>● Violation of personal boundaries</li> <li>● Refusing to cooperate and comply with school rules/personnel</li> </ul>	<p>Behavioral Contract                      Self- Monitoring                      School-home Communication                      Adult or Peer Mentorship                      Utilize Check-in and Check-out System                      Intensive Academic and/or Social Support                      Reflection (lunch, after school, Saturday, etc.)                      Refer Student to SSPT                      Loss of Privileges                      Counseling                      Temporary Removal from class                      Extended school day</p>

**Targeted/Intensive**

**Examples of support, removal and School Site Administrators and Home Office Responses.** These responses address serious behavior and potential implications for

fututre harm. They promote safety of the school community and should be used in a progressive fashion.

*See Categorical Offenses*

Level 3 Infractions	Interventions
<ul style="list-style-type: none"> <li>● Physically assaulting with serious bodily injury</li> <li>● Conduct or habits injurious to others (peers/authority)</li> <li>● Using/possessing controlled and/or dangerous substances and/or paraphernalia</li> <li>● Bullying (harassing, intimidating, cyberbullying)</li> <li>● Fighting and/or arranging altercations</li> <li>● Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law</li> <li>● Harassment (i.e., physical, verbal, and sexual)</li> <li>● Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.)</li> <li>● Causing a false fire alarm</li> <li>● Making a bomb/explosive threat</li> <li>● Encouraging other students to violate school rules</li> <li>● Student hazing</li> <li>● Using gang and/or secret society symbols/acts</li> <li>● Inappropriate use of electronic devices</li> <li>● Public displays of sexually explicit behavior</li> <li>● Defacing and/or vandalism of school property</li> <li>● Gambling</li> <li>● Habitual violations of school/class rules</li> <li>● Forgery of signatures</li> <li>● Stealing and/or possessing stolen property</li> <li>● Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)</li> <li>● Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures</li> </ul>	<p style="text-align: center;">All Tier 1 and Tier 2 Interventions                      FBA Based Behavior Intervention Plans                      Teaching Replacement Behavior                      Home and Community Supports                      Self- Management Program                      Restricted Access                      In-school reflection and/or suspension                      Short-term out-of-school suspension                      Extended out-of-school suspension                      Request for alternate educational setting                      Recommendation for Expulsion</p>

**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 origin, 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.

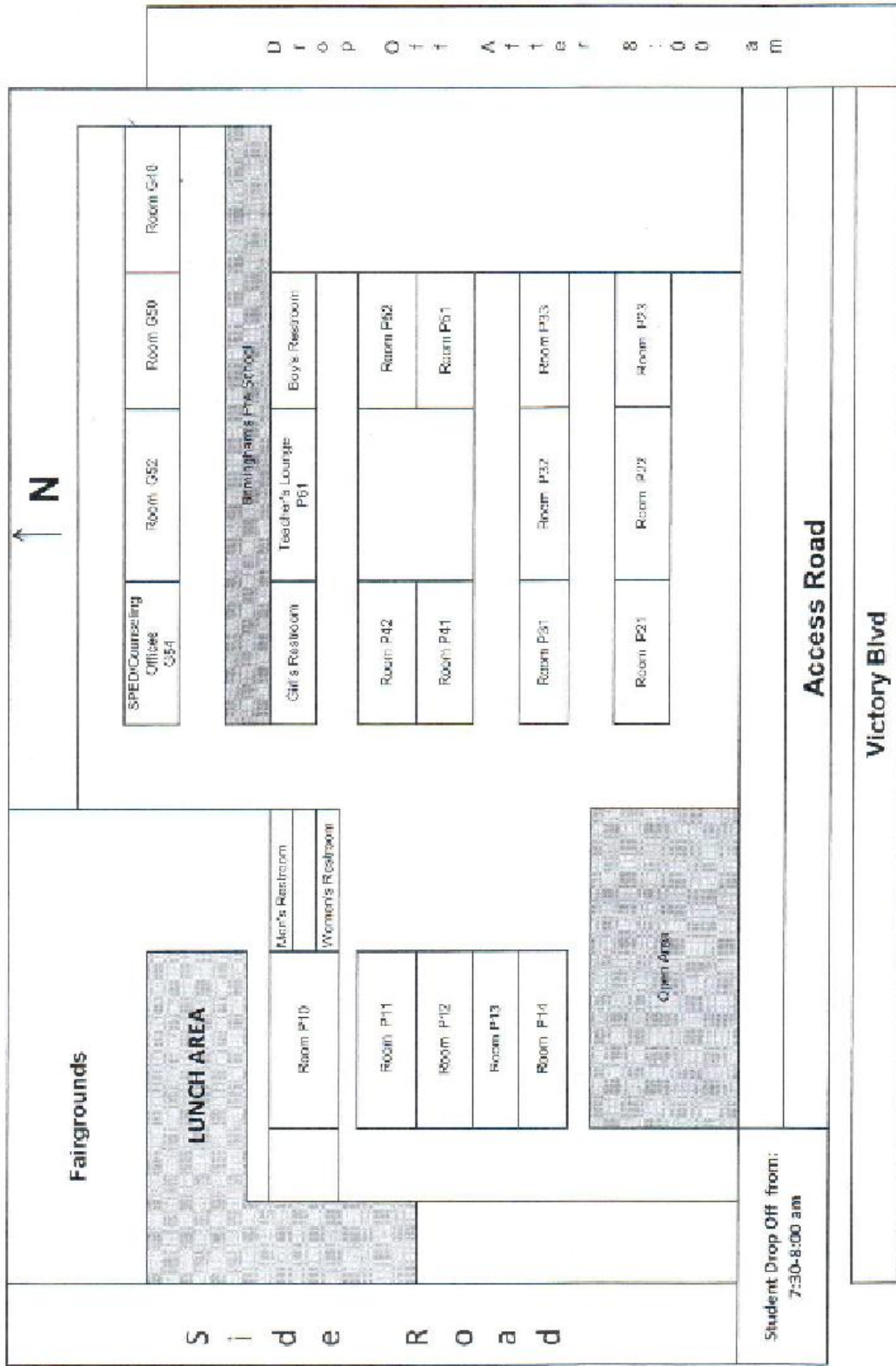
- Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
  - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
  - Resources needed: Safety plan,
  - Person(s) responsible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

### **Component 2 - Physical Environment**

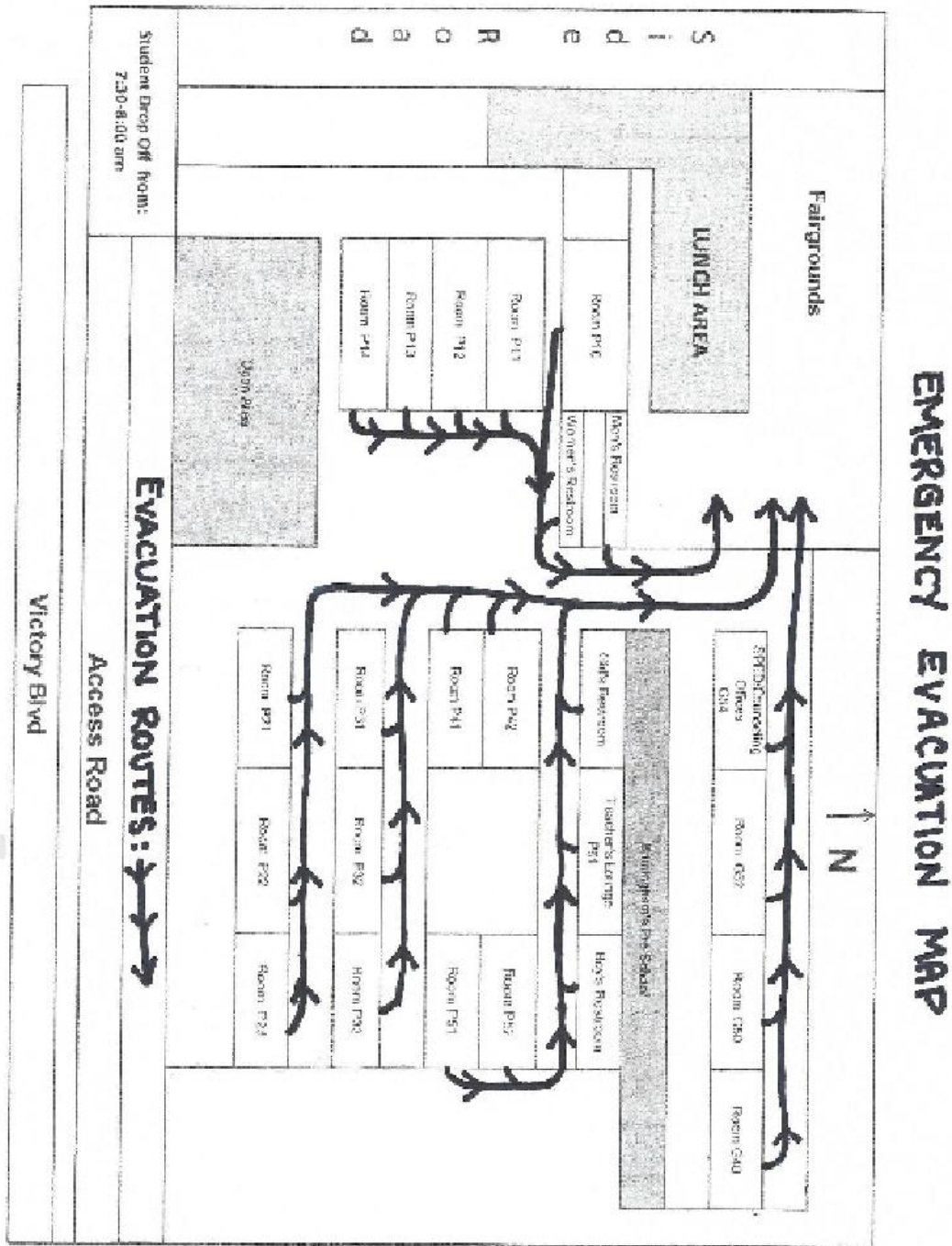
Goal(s): Maintain and upkeep a safe school campus

- 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:**





## Magnolia Science Academy-3 Carson

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# Comprehensive School Safety Plan

## Magnolia Science Academy-3 LACOE

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A meeting for public review was held on

Review by Law Enforcement on

Plan approved by School Site Council on

Plan (Submitted for Approval) to Magnolia Public Schools Governing Board on

This document is available for public inspection on our school's website at  
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### School Site Mission

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

### 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.

#### § *Scholarship*

Scholarship 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 scholarship 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. 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.



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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;





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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;



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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.



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### 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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### 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 six months, based on <http://maps.latimes.com/neighborhoods/neighborhood/carson/crime/#six-months> were:
      1. Theft (371)
      2. Theft from Vehicle (312)
      3. Grand Theft Auto (280)
  - 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



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### **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



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### 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)



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## 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: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	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>B. REPORT NOTIFICATION</b>	<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 ( )					
<b>C. VICTIM</b> 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 <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					
<b>D. INVOLVED PARTIES</b>	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										
<b>E. INCIDENT INFORMATION</b>	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





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## 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.



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### 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.



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- 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.



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- **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.

- **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



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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.



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- 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.



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- 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.



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- 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:





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- 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.



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- 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.



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- 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.



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- 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.



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- 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.



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- 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.



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### 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. 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.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. 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, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

### **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 detention, 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.



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

### **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.

### GROUNDINGS FOR SUSPENSION

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.





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9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
19. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900.
20. 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.
21. 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



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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 6 to 11, inclusive.

22. 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 6 to 11, inclusive.

23. 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 6 to 11 inclusive.

24. 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.

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

26. 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.



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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
- Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems in the school
- 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.

### Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the



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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**

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension

### GROUNDS FOR EXPULSION

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); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

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. Such term does not include an antique firearm.



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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), maybe also 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. Disrupted school activities (school-wide activities; issued only by an administrator)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)



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13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4\*\*; 48915(e)
14. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2\*\*; 48915(e)
15. 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)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. 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.

### **EXPULSION PROCEDURES**

#### **Authority to Expel**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated. Teachers of the student, members of the school's discipline committee, and directors of the Board may not serve on the Administrative Panel. The Administrative Panel may recommend expulsion of 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.



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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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.



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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.





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### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion-hearing 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 Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with 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**



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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 convene a committee of three: a school Principal and a Dean of Students from other MPS schools, and the CEO of MPS or his/her designee. The committee 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 committee 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.

### Expelled Students/Alternative Education

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.

### *LACOE REQUIRED LANGUAGE*

#### **General Provisions**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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 document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

#### **Students with Disabilities**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at



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an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the El Dorado CELPA Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

### Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion”
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion.

Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).



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### **Outcome Data**

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 District upon request.

### **Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **Readmission**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil; unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **Reinstatement**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **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



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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.



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### **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



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**(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.



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### 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





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### 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



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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.



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- 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.



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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.



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### 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.



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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)



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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.



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## 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 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:  
\_\_\_\_\_  
\_\_\_\_\_





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List any witnesses that were present:

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Where did the incident(s) occur?

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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):

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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: \_\_\_\_\_

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## **APPENDIX B** **COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_



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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: \_\_\_\_\_



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### **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):**



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- 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;



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- 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;



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- 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.

### **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.



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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.



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2. Continue Coffee with the Principal meetings and increase last year's average attendance by 10%.
  3. Continue to create volunteer opportunities for parents.
  4. Host events such as: Open House Nights, STEAM Gala, College Signing Day, etc. that bring parents to the school.
  5. Conduct summer orientation that introduces MSA-3 to parents.
  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 School Site Council to influence direction of MSA-3.
- 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, multiple instruction strategies, and creating classroom culture conducive to student learning.
  2. Set high academic and behavior goals
    - a. Teachers will provide CCSS aligned instruction using SDAIE strategies for the 2017-2018 school year.
  3. Gain awareness of the needs of staff to provide more targeted, appropriate professional development.
  4. Improve curriculum and teaching practices.
  5. Ensure teachers are differentiating their instruction so that students at various academic levels can have access to the content.
- D. Promote caring, supportive relationships with students**  
 Goals:
1. Support the Socio-Emotional Learning of all students.
  2. Continue implementing 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.
  3. Continue community outreach with can drives to homeless and/or low-income families at the beginning of long breaks
  4. Continue developing and strengthening our Student Government.
  5. Use PBIS as a means to create a sense of excitement and inclusion at MSA-3.
  6. 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.





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### E. Emphasize critical thinking and respect

#### Goals:

1. Through instruction, provide students with 21<sup>st</sup> century skills such as critical thinking.
2. Use Restorative Justice as an opportunity for students to reflect on their choices.
3. Create a school-wide culture of mutual respect between administration, teachers, and students.

### F. Communicate clear discipline standards

#### Goals:

1. Provide all parents and students with a Student/Parent Handbook and ensure they are abreast of the expectations with regards to discipline and behavior at MSA-3.
2. Use the Student/Parent Handbook as a guide to inform decisions concerning discipline.
3. Use PBIS to reinforce positive behavior and communicate the type of behavior that is expected at MSA-3.

### G. Communicate procedures to report and deal with threats

#### Goals:

1. Ensure teachers and classified staff are familiar with procedures and protocols when reporting or dealing with threats at the school.
2. Hold 2 intruder/lockdown drills per semester to identify strengths and areas of growth.

### H. Empower students to take responsibility for safety

#### Goals:

1. Have students understand the consequences of fighting (ie. physical harm, legal consequences, etc.)

### I. Train staff on bullying prevention and tolerance

#### Goals:

1. Create a campus network for victims, where students can feel safe expressing themselves and experiences.
2. Provide staff with professional development to diminish bullying in their classrooms.
3. Bring presentations and assemblies to MSA-3 that focus on the effects of bullying and ways to eliminate it.

### J. Provide training for student and staff on dangers of drugs and alcohol

#### Goals:

1. Implement a "First Year Experience" course for seniors, that discusses the dangers of drug and alcohol usage in college.
2. Have an engaging Red Ribbon week that is engaging and current.

### 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



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### Goals:

1. Use the EDGE Coach as an on-site counselor, providing students with mental health services, as needed.
  2. Create a relationship with school police and Carson Sheriff's Department to ease some of the tensions between law enforcement and certain populations of our students.
  3. Law enforcement's presence will provide additional security and diminish the potential for any situations that are not conducive to learning to take place.
- L. 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)

### Goals:

1. Establish a relationship with local law enforcement to stay abreast on any increases in sexual abuse or sex trafficking in Carson, CA or surrounding cities.
- 2.

### The Physical Environment-place:

Create a physical environment that communicates respect for learning and for individuals and safety

How does your school site:

#### A. Maintain a clean environment

- Collaboration with our co-located school, through the use of a shared custodial staff
- Encourage students and staff to have an intrinsic drive to keep the school clean, as it is a reflection of them
- Through restorative justice, campus beautification is a strategy used for students in contrast to suspension

#### B. Involve itself in the community

- Thanksgiving and Christmas can drives
- Homeless Count Initiative
- Black College Expo
- University and College campus visits
- Provided lunches to homeless residents of Skid Row

#### C. Share information about student crime and truancy with law enforcement

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#### D. Make your campus secure from outside criminal activity

- Lock the front gate that provides access to the school
- Lock the front gate that provides access to teacher parking

#### E. Limit loitering

- Supervision staff walks the campus ensuring students are in class and persons who do not belong at the school are escorted towards the front of the building.



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- F. Dedicated supervision staff, admin, and teachers all support with supervision before, during, and after school
- Supervision staff provides concierge service to students being dropped off by parents in the morning and picked up by parents in the afternoon.
  - Teachers are outside of their classrooms during transition periods, aiding in supervision
  - After school, YPI and ARC (after school programs) aid in supervision of the students
- G. Utilize shared cafeteria and quad area for general times
- Students receive nutrition and lunch in our outdoors cafeteria; they have the option of eating there, on the quad, or on the field.
  - The quad is also used for instruction (ie. Science classes launched rockets on the quad)
- H. Maintain clean and safe restrooms
- Custodial staff cleans the restrooms daily
  - The Dean of Students or members of the supervision staff check the restrooms daily to verify their cleanliness
  - Students are not permitted to access restrooms during first 10 or last 10 minutes for class
- I. Provide adequate lighting in all areas
- All classrooms have adequate lighting
  - Maintenance/Facilities staff is notified if their issue with the lighting in any of the classrooms
  - Restrooms have adequate lighting
- J. Provide student with current textbooks and materials
- The Dean of Academics ensures that textbooks are current and up-to-date.
  - The Dean of Academics ensures that there are enough textbooks for all students at MSA-3
- K. Maintain a variety of sports facilities and equipment
- Through our YPI and ARC afterschool programs students are provided with an opportunity to participate in athletics
  - The P.E. department has access to all facilities and equipment need to execute their curriculum
- L. Generate a set of reading books in each classroom
- Each classroom will be outfitted with a library that contains books that are pertinent to the subject being taught
- M. Communicate procedures for security including NIMS Plan
- All of our teachers are aware of how to conduct themselves in a crisis situation and are aware of the different actions required by each specific crisis.



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- All classrooms are provided with an evacuation plan, as well as, an intruder drill folder that contains the necessary items for teacher to denote if they and their students are safe or not
- N. Deal with vandalism before students return to school
  - Notify the custodial staff of the vandalism in a timely manner; depending on the severity of the vandalism will determine the speed at which it is handled
- O. Inventory, Identify and store valuable property
  - Teachers, before they leave for the summer are required to inventory all of the textbooks in their classrooms
  - Chromebooks are kept in a secure location during the school year and summer
- P. Provide training for security personnel and staff
  - Supervision staff will receive professional development in de-escalation techniques
  - Supervision staff will receive professional development in restorative justice techniques
- Q. Engage students and the community in campus beautification projects
  - Students who need community service hours will be invited participate in beautification projects in exchange for service hours
- R. Maintain daily random metal detector searches
  - Supervision staff will continue to conduct random searches

### **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 stakeholder 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.



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### 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



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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.



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- 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.



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- 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.





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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.

### Our Graduates will be:

#### **Critical Thinkers who:**

- Apply, analyze, identify, synthesize and evaluate information and experiences and use these 21<sup>st</sup> century skills, not only in the classroom, but in their everyday lives.
- 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.



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- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

### **21<sup>st</sup> 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 ESLR's are also integrated and further reinforced in our daily Life Skills Course, 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 2017-2018 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)



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Life Skills is an enriching course that provides our students with valuable skills to excel academically and socially in the 21<sup>st</sup> 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



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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 2017
  - Budget: None
  - Evaluation guidelines: Surveys, Feedback from stakeholders, Formative and Summative Assessment
- Goal(s): Maintain a safe and aesthetically pleasing 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. Administration can notify Facilities of issues
  - 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: Observations, checklists

### **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



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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:

#### **Nutrition/Lunch Time:**

- Proceed to the eating area as instructed by MPS staff.
- Eat and finish their nutrition/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.
- No students should be in any classroom 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.
- Do not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Do 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.
- Do not leave campus without permission during school hours.
- Do 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 quad or common areas.

#### **Assemblies:**

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



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### Field Trips:

- 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:

- 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.



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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



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or school property. The following tables delineate unacceptable types of behavior and possible consequences.

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

### 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





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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.



## Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746  
 Phone: 310-637-3806; Fax: 310-637-3809  
[msa3.magnoliascience.org](http://msa3.magnoliascience.org)

### **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.



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### **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.



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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 2016-2017:**

**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
  - Timeline for implementation: August 2016
  - Budget: None
  - Evaluation guidelines: Surveys, Feedback from stakeholders



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### **Goal 2:** Maintain and upkeep a safe school campus

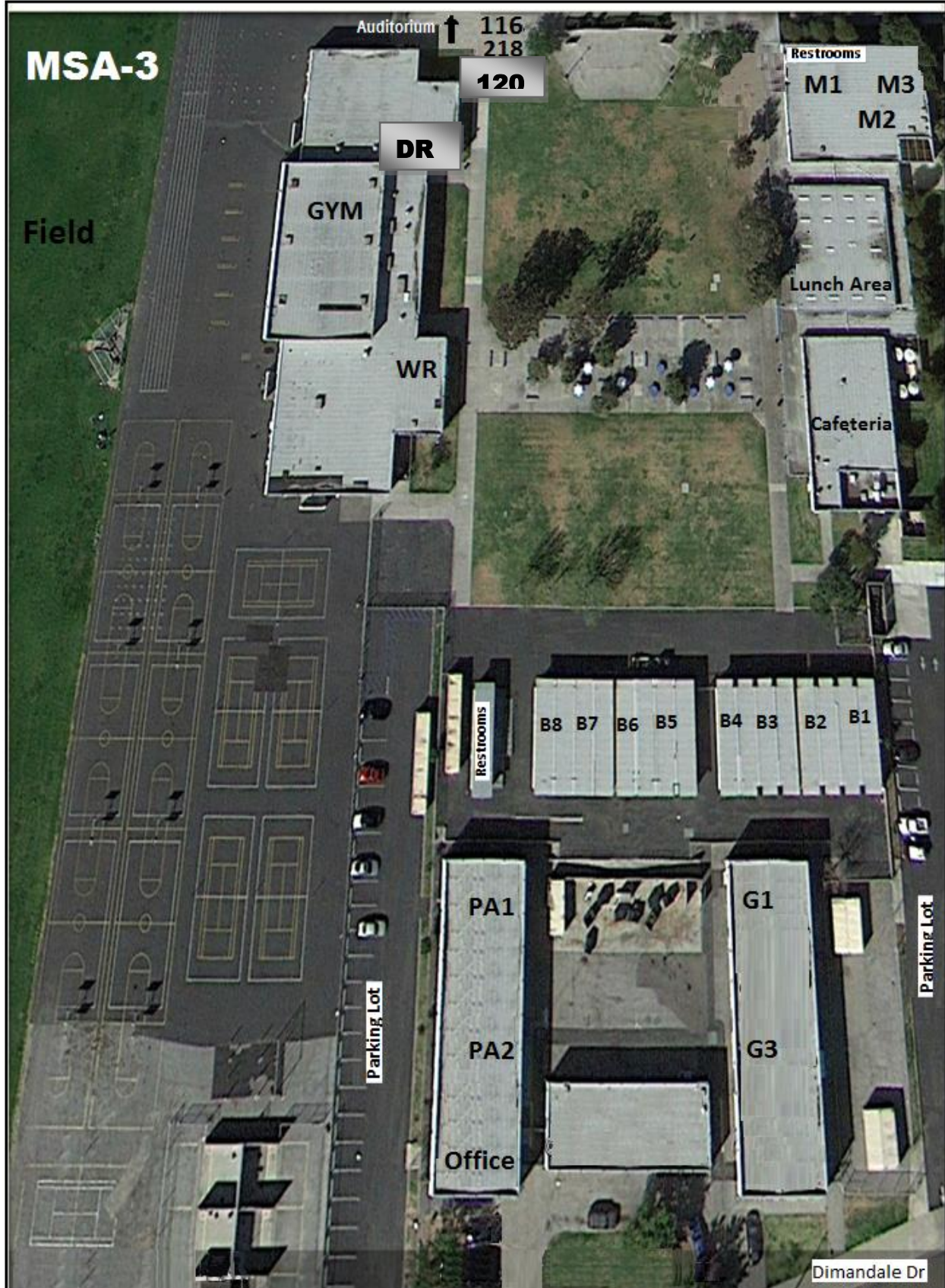
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
  - Related Activities: Teachers can report concerns during weekly staff meetings.
  - Resources needed: Walk-thru form, building supplies
  - Person(s) responsible for implementation: Plant manager
  - Timeline for implementation: August 2016
  - Budget: Refer to schools annual budget

Evaluation guidelines: Surveys, Feedback from stakeholders



# Magnolia Science Academy-3 Carson

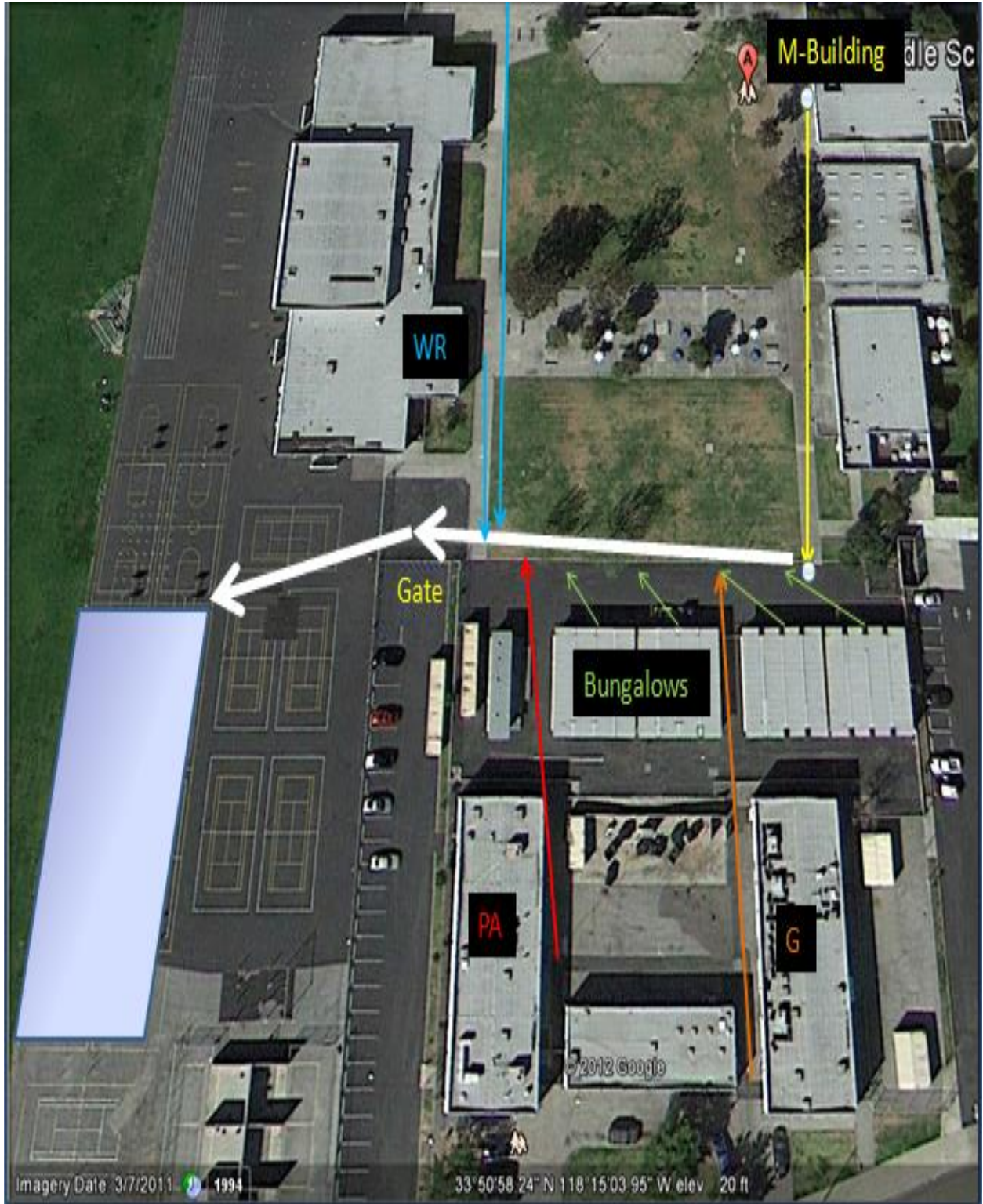
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## Comprehensive School Safety Plan

Magnolia Science Academy-6  
LAUSD

Mr. John Terzi, Principal  
3754 Dunn Drive. Los Angeles, CA 90034  
(310) 842-8555  
Jterzi@magnoliapublicschools.org

A meeting for public input was held on November 17, 2017 at  
Magnolia Science Academy-6

Reviewed by Law Enforcement October 26, 2017

Plan Adopted by School Site Council December 2, 2017

### Committee members

John Terzi, Principal  
James Choe, Designee  
Nasim Azari, Teacher representative  
Lorena Dimas, Parent  
Maria Huezo, Classified employee  
Officer Reyes, LAPD  
Melvin Gilliard, First Lutheran Church

This document is available for public inspection on our school's  
website at [msa6.magnoliapublicschools.org](http://msa6.magnoliapublicschools.org)

### **Public Inspection**

*This document is available for public inspection at Magnolia Science Academy-7 and on website at  
<http://msa6.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 last year, based on [www.crimemapping.com/map/region/lapdWestValleyArea](http://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: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	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>B. REPORT NOTIFICATION</b>	<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 ( )						
<b>C. VICTIM One report per victim</b>	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				
<b>D. INVOLVED PARTIES</b>	VICTIM'S SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____				3. _____					
	2. _____				4. _____					
	<b>VICTIM'S PARENTS/GUARDIANS</b>	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 ( )			
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ( )			
	OTHER RELEVANT INFORMATION									
<b>E. INCIDENT INFORMATION</b>	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.*

### **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.

## Suspension (Discretionary Offenses)

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.



16. 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.
17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or 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:

- i. A message, text, sound, video, or image.
- ii. 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 subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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. iii. An act of cyber sexual bullying.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or schoolsanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) 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.

20. 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 (3)(a)-(b).

21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

### **Suspension (Mandatory Offenses)**

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. 48915(c)(4)

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

## **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 Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection 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. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

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)**

#### **Expulsion (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
  7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
  8. Stole or attempted to steal school property or private property in excess of \$1,000.
  9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
  10. 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.
  11. 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.
  12. 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.
  13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  14. 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.
  15. 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.
  16. 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.
  17. 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.
  18. 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.
  19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or 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:

- i. A message, text, sound, video, or image.
- ii. 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 subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or schoolsanctioned activities.

- 4) Notwithstanding subparagraphs (1) and (2) 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.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

#### **Expulsion (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

#### **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)(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 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 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
- 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 BUSINESS/ETIQUETTE 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.
- Include health and resiliency curriculum
  - During the 2017-2018 school year, MSA6 will continue to offer Character Education lessons and weekly Health classes to all students.
  - MSA6 will go over the Wellness program with the SSC in order to promote health.
  - Students will continue to participate in CSUN Counseling and Etiquette/Business 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 students.
- 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 Business/Etiquette 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)
- 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 6 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 6 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 that 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 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 carts are locked nightly. Also, the computers are numbered in the lab and classrooms to be able to keep inventory. 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 (If available)
  - 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 school's 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.

## **Multi-Tiered System of Response to Behavior**

# Universal

## Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infraction	Interventions
<ul style="list-style-type: none"> <li>• Invading personal space</li> <li>• Antagonizing others</li> <li>• Violation of school/class rules</li> <li>• Horseplaying</li> <li>• Violating off-limits/restricted area</li> <li>• Habitually tardy and/or not being in assigned location</li> <li>• Disrupting the learning environment/Off task</li> <li>• Littering</li> <li>• Not having proper materials, supplies, and/or equipment for class participation</li> <li>• Inappropriate use of electronic devices</li> <li>• Dress code violation</li> <li>• Inappropriate language/actions (hurtful, vulgar, gossip, etc.)</li> <li>• Passive participation in hurtful acts/words against others</li> <li>• Public display of affection (holding hands, kissing, hugging, etc.)</li> <li>• Refusing to cooperate and comply with school rules/personnel</li> </ul>	<p>School Wide PBIS                      Social-Emotional Learning Program                      Proactive Classroom Management                      Regular, Preemptive Communication with Families                      Classroom Incentives                      Seating, assignment, behavioral accommodations                      Conferencing with Student(s) and Parents                      Verbal correction and redirection                      Reminders, Role-Play, daily progress sheet                      Loss of Classroom Privileges                      Written and/or verbal reflection</p>

## Selected

### Examples of Support, Removal and Administrative Responses

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infraction	Interventions
<ul style="list-style-type: none"> <li>• Using/possessing tobacco and/or lighter</li> <li>• Violating traffic or safety regulations</li> <li>• Encouraging other students to violate school rules</li> <li>• Leaving school and/or school bus without permission</li> <li>• Fighting and/or arranging altercations</li> <li>• Using objects inappropriately (i.e., the use of an object to harm others or damage property)</li> <li>• Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)</li> <li>• Defacing and/or vandalism of school property</li> <li>• Plagiarism/academic dishonesty</li> <li>• Leaving school or classroom without permission (truancy)</li> <li>• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)</li> <li>• Stealing and/or possessing stolen property</li> <li>• Failure to attend to/complete assigned restorative action</li> <li>• Gambling or Extortion</li> <li>• Habitual violations of school/class rules</li> <li>• Forgery of signatures</li> <li>• Sexually explicit behavior</li> <li>• Planning and/or arranging actions with malicious intent</li> <li>• Writing or drawing obscene /profane language/pictures</li> <li>• Harassment (i.e., physical, verbal, and sexual)</li> <li>• Bullying/cyberbullying</li> <li>• Violation of personal boundaries</li> <li>• Refusing to cooperate and comply with school rules/personnel</li> </ul>	<p style="text-align: center;">Behavioral Contract Self- Monitoring School-home Communication Adult or Peer Mentorship Utilize Check-in and Check-out System Intensive Academic and/or Social Support Reflection (lunch, after school, Saturday, etc.) Refer Student to SSPT Loss of Privileges Counseling Temporary Removal from class Extended school day</p>

**Targeted/Intensive**

**Examples of support, removal and School Site Administrators and Home Office Responses.**

These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion.

*See Categorical Offenses*

<b>Level 3 Infractions</b>	<b>Interventions</b>
<ul style="list-style-type: none"> <li>• Physically assaulting with serious bodily injury</li> <li>• Conduct or habits injurious to others (peers/authority)</li> <li>• Using/possessing controlled and/or dangerous substances and/or paraphernalia</li> <li>• Bullying (harassing, intimidating, cyberbullying)</li> <li>• Fighting and/or arranging altercations</li> <li>• Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law</li> <li>• Harassment (i.e., physical, verbal, and sexual)</li> <li>• Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.)</li> <li>• Causing a false fire alarm</li> <li>• Making a bomb/explosive threat</li> <li>• Encouraging other students to violate school rules</li> <li>• Student hazing</li> <li>• Using gang and/or secret society symbols/acts</li> <li>• Inappropriate use of electronic devices</li> <li>• Public displays of sexually explicit behavior</li> <li>• Defacing and/or vandalism of school property</li> <li>• Gambling</li> <li>• Habitual violations of school/class rules</li> </ul>	<p>All Tier 1 and Tier 2 Interventions</p> <p>FBA Based Behavior Intervention Plans</p> <p>Teaching Replacement Behavior</p> <p>Home and Community Supports</p> <p>Self- Management Program</p> <p>Restricted Access</p> <p>In-school reflection and/or suspension</p> <p>Short-term out-of-school suspension</p> <p>Extended out-of-school suspension</p> <p>Request for alternate educational setting</p> <p>Recommendation for Expulsion</p>

<ul style="list-style-type: none"> <li>• Forgery of signatures</li> <li>• Stealing and/or possessing stolen property</li> <li>• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)</li> <li>• Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures</li> </ul>	
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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 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**

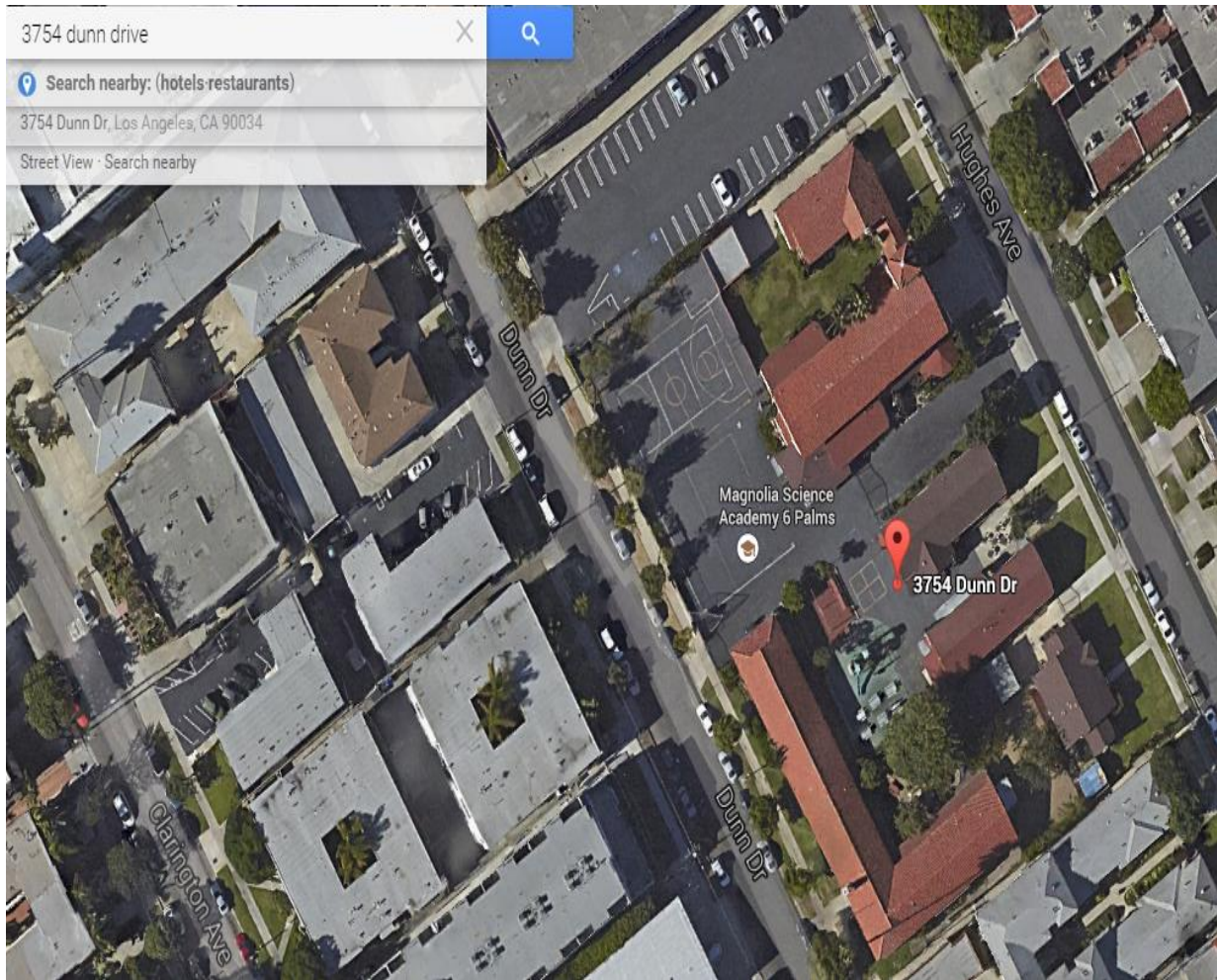
- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
  - Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
    - Related Activities: Review regularly during 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**

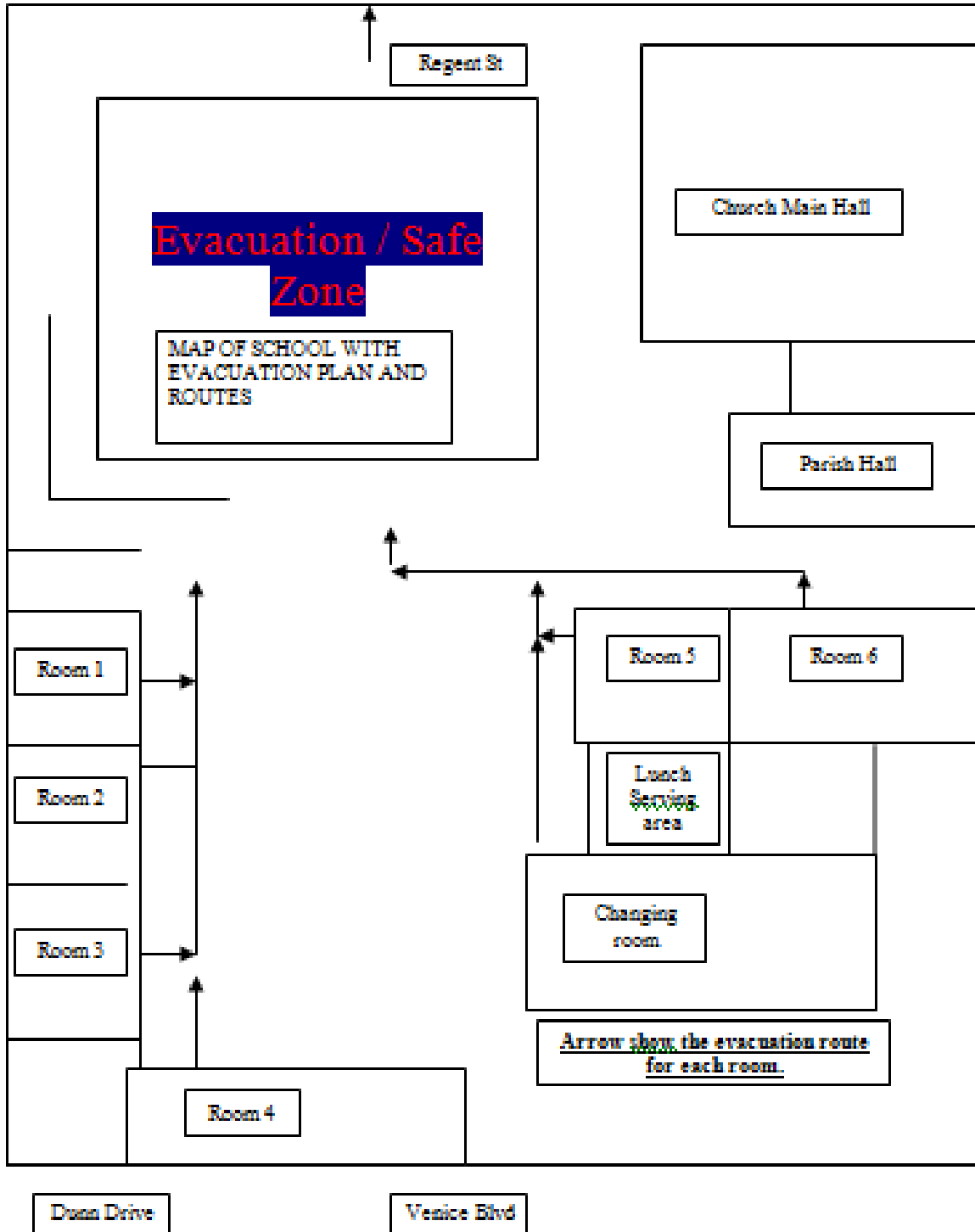
- Goal(s): Maintain and upkeep a safe school campus
  - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
    - Related Activities: Teachers can report concerns during weekly staff meetings.
    - Resources needed: Walk-thru form, building supplies

- Person(s) responsible for implementation: Plant manager
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

## MSA-6 School Map



# Magnolia Science Academy 6 Evacuation Route



## 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:** \_\_\_\_\_

<b>ALL STUDENTS ACCOUNTED FOR: YES:</b> _____ <b>NO:</b> _____
--

**MISSING OR UNACCOUNTED FOR:**


**INJURED STUDENTS/PERSONS & LOCATION:**

<b>STUDENT(S)</b>	<b>LOCATION</b>

**OTHER:**

<b>STUDENT WHO ARE ABSENT:</b>	<b>STUDENT WHO LEFT EARLY:</b>

**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 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	<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**

## **2017-2018 and 2018-2019**

### 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
- \_\_\_\_\_ 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?

---

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Comments:

---

---

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**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.**



Los Angeles Unified School District

# INTEGRATED SAFE SCHOOL PLAN

## 2017-2018

**ORCHARD ACADEMIES 2B**

**6411 ORCHARD AVE**

**BELL, CA 90201**

**(323) 826-3900**

**Generated On: 10/8/2017**



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1. Introductory Material

# 1. Introductory Material

## 1.1 Certification Page

### Los Angeles United School District Integrated Safe School Plan

**School:** ORCHARD ACADEMIES 2B

**Date Generated:** 10/8/2017

The Safe School Plan was developed and approved using a collaborative process respectful of representation/input from all stakeholders Groups. All required Committee members must sign the certification page.

<b>Title:</b>	<b>Name:</b>	<b>Signature:</b>	<b>Date Signed:</b>
<b>Required Committee Members:</b>			
Principals:	GOMEZ, LUIS	_____	_____
UTLA Chapter Chair:	REINA, KARLA	_____	_____
Classified Representative:	PERKINS, SHARON	_____	_____
Student (Secondary)			
Representative:	Padron, Diana	_____	_____
Parent (of an attending student)			
Representative:	Padron, Maria	_____	_____
<b>Law Enforcement</b>			
Los Angeles School Police:		_____	_____
<b>Or</b>			
LAPD/LA County Sheriff/		_____	_____
Local Jurisdiction Agency:		_____	_____



1. Introductory Material

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**1.2 Record of Changes**

Change Number	Date of Change	Name	Summary of Change
---------------	----------------	------	-------------------

## 1. Introductory Material

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### 1.3 Overview

National preparedness efforts, including planning, are now informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.



**Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

**Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

**Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

**Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

**Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

## 2. Plan Development

---

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan for use as a template in the preparation of emergency procedures for each of the LAUSD schools. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies.

### 1.4 Goals

**People and Programs Goal #1:** Our discipline committee will continue to meet throughout the year to address commitments to revisit issues that need to be addressed.

**People and Programs Goal #2:** We continue to have 96% or greater in daily attendance. We will focus on students that fall under the chronic absent category.

**Threat / Hazard:** Earthquake

**Threat / Hazard Goal:** As a school site we will have an "Drop-cover- and hold on" drill at a minimum of every other month, as well as participating in the annual shake out drill.

**Emergency Function:** Lockdown

**Emergency Goal:** As a school site we will have an "Lockdown" drill at a minimum of every other month.

### 1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into ten sections. Sections 1-4 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 5-6 focus on emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team member. Sections 7- 8 presents guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 9 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting. Section 10 provides a series of appendices of supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps, assessment results and other supporting information are also contained in the appendices.

## 2. Plan Development

### 2.1 School Safety Planning Committee Team

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. Every school is responsible

## 2. Plan Development

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for establishing a School Safety Planning Committee, composed of all stakeholder groups, which is accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its safety needs. District personnel are to be aware of and must comply with District, State, and federal safety policies.

### **Required Team Members**

<b>Title</b>	<b>Name</b>
Principal/Designee	GOMEZ, LUIS
UTLA Chapter Chair	REINA, KARLA
Classified Representative	PERKINS, SHARON
Student(Secondary) Representative	Padron, Diana
Parent(of an Attending student)Representative	Padron, Maria
Los Angeles School Police -OR-	
LAPD/LA County Sheriff/Local Jurisdictional Agency	
School Safety Planning Committee Chair	PAYTON, GEOFFREY

### **Suggested Team Members**

<b>Title</b>	<b>Name</b>
Teacher	RIOS, EDGAR
Dean	
Cafeteria Manager	JUAREZ, ELENA
Plant Manager	
School Psychologist	SERRANO, VERONICA
Counselor	
Physical Education Teacher	HOUGH, MARCUS
Nurse	
Health Education Teacher	PAYTON, GEOFFREY
PSW	MARION, FRANCES
Parent Center Director	PINEDA, MIRNA
PSA	
Coach	

## 2. Plan Development

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### 2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

### 2.3 Safe School Planning Committee Checklists

#### Essential Checklist: Safe School Planning Committee

- The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- Schedule and publish the meeting dates for School Safety Committee.
- Send out a survey to faculty to ascertain who has the training, skills, interest, and aptitude for each assignment in the Safe School Plan. Log on to: <http://emergencyservices.lausd.net> and look under “Administrator’s Corner” for “Staff Survey”. You can also find examples of memos and letters you can use.
- Make the staff assignments in the Integrated Safe School Plan based on the results of the survey, recommendations from the School Safety Committee and consultation with the principal.
- Prior to adoption, the Integrated Safe School Plan has been reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- A current copy of the Integrated Safe School Plan is available for public review in the Main Office. Additional copies are in the faculty cafeteria or lounge(s).  
Staff members are made aware of how to access the Integrated Safe School Plan online, their emergency roles in the Plan, and how to print it.
- Verification of the public meeting is on file and includes the meeting announcement, meeting agenda, and sign-in sheets.
- The Integrated Safe School Plan has been evaluated and amended as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented [Ed. Code Section 35294.2(e)].
- Check all emergency supplies in the emergency bin, nurse’s office, classrooms and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the warehouse.
- Establish a “Continuity of Operations Plan” (COOP). Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For an example of a COOP, see the Emergency Services web site: [emergencyservices.lausd.net](http://emergencyservices.lausd.net)
- Check all school radios. If there is a problem, contact the Radio Unit at (323) 224-2411.
- Have faculty pick their neighboring classroom “buddy” that will check on each other during an evacuation. Create a list to make sure no one is omitted.

## 2. Plan Development

---

- Create/update the staff cell phone contact list and add it to the appendices.
- Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate.
- Schedule fire drills and other emergency drills on the school's master calendar.
- Ensure that the school's emergency response box contains current and accurate lists.
- Review the school's emergency response procedures with your office/clerical/custodial and support staff. Make sure they are prepared.
- Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print them copies of the Integrated Safe School Plan and all contact lists.
- Direct staff to <http://STEPS.lausd.net> for online emergency training. Administrators can use the STEPS website to access on-line classes from FEMA in Emergency Management.
- Conduct a Vulnerability Assessment using the template provided on the Emergency Services website. Take STEPS class 406, "Conducting a Vulnerability Assessment," to learn more.

## 2. Plan Development

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### 2.4 Plant Inspections

Inspecting and ensuring that all schools are clean, secured, all paths of egress are open and well-lit is essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

#### Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and plant manager to ascertain any unsafe conditions that are hazardous to the employees' or students' physical or mental well-being.
- The complete routes used by all students to travel to and from the assembly are used in an emergency should be inspected. Insure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- will be responsible for inspecting the campus regularly for the following conditions:
  - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include: Incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard. (See Form I - Safe Classroom Chart, found in Appendix A.)
  - All damaged fences will be reported and corrected as soon as possible.
  - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
  - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

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### **2.5 Hazards In The Community – Vulnerability Assessment**

An LAUSD Vulnerability Assessment that assesses and evaluates hazards on and off-campus is available to schools at <http://achieve.lausd.net/2309> and is designed to be completed by the School Safety Committee. Completing this assessment provides additional information that will help the committee create a robust and informed Safe School Plan.

School administration should be aware of potential hazards in the community that can impact the school during an emergency. For example, knowing that a nearby facility uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) has conducted a survey of the facilities near every school. Site administrators should meet with their school safety officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary, found in the appendices.

Site administrators should visit <http://www.lausd-oehs.org/industrial.asp> and select their school to see a list of the facilities near their campus. They should then print out the map of their school community that shows the exact location of these facilities. On the map of the school community they can mark any of the following hazards:

- Facilities containing toxic chemicals or radioactive materials.
- High voltage power lines and transformers.
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right-of-way).
- Underground gas or oil pipelines.
- Water towers or tanks.
- Unreinforced masonry buildings that may collapse during an earthquake.
- Unique Site Specific Considerations.

The map and Form A from Appendix A should be retained with the Safe School Plan and be a reference during emergencies and evacuations.



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### 2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the Learning Zone STEPS courses 210 and 410.

Educators need to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with disabilities and other specific needs. These students include some special education students as well as general education students who may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs

The needs of these students must be analyzed to accommodate student needs in emergency procedures including emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They need to understand the capabilities and limitations of the population that they serve. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

#### **Identification of Students with Specific Needs**

The School Safety Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for special education services, but who are still going to need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

- School Nurse
- Parents
- Teachers
- IEP Meetings
- LRE Counselors

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- Students
- 504 Plan
- Counselors
- Meetings

The list of students with specific needs can be entered in the "Emergency Conditions" field of the Welligent database that stores LAUSD student medical condition information. Specific equipment and supplies needed to care for each student should be listed here as well. Periodically, the site administrator can print out an updated list. Details on using the Emergency Conditions field in Welligent are in the online Learning Zone course STEPS 422.

Lists of students with specific needs should be kept in the School Emergency Response Box and shared with the Operations Team Leader, who is in charge of the Search and Rescue Teams and the First Aid/Medical Teams. Both of these teams need to know the names and challenges faced by these students as it directly impact the response actions of those teams. The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

- Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.
- Student emergency contact information for each identified student with specific needs.
- Welligent (Student Health Program) print-outs for students with chronic conditions who may require special or additional support from the Search and Rescue Team or First Aid/Medical Team.
- Information is available in the [LAUSD School Emergency Response Box Reference Guide](#).

Before an emergency, this information should also be shared with the Logistics Team Leader to make sure that specific supplies are available such as diapers, wheelchairs, etc. The Logistic Team should also be aware of the approximate number this population in the event that they need to order resources, such as buses, etc.

All students with specific needs during an emergency have been identified. The list of these students and their needs has been placed in the School Emergency Response Box.

The leaders of the Search and Rescue Teams, First Aid/Medical Team and the Logistics Team Leader know where to get copies of the list so that their sections can adequately address the needs of students with specific needs.

### **Emergency Notification for Students with Specific Needs**

School administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conducting regular emergency drills incorporating an emergency notification system, such as the fire alarm system and PA system, tests the system and identifies any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated

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with emergencies for students with specific needs. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through the Learning Zone.

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communications challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list should note individuals with specific needs.

### **Evacuation Concerns for Students with Specific Needs**

As part of their planning process, schools will need to consider how they will assist specific needs students who cannot evacuate the building on their own. In almost all situations, students can be assisted or carried down stairs by two to four adults on the Search and Rescue Team. Rescue technique training is available online through the Learning Zone course STEPS 210. Multiple-story schools that need a Rescue Seat or Evac+ Chair, or training on using the Evac+ Chair should contact the Office of Emergency Services.

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as blind students. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult aide assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot go down stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their

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capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the [LAUSD Emergency Drills and Procedures Reference Guide](#).

All students with evacuation challenges have been identified and know: GOMEZ, LUIS

- Who will assist them during an emergency
- How they will be rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (Rescue, Seat, Evac+ Chair, etc.)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations are familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

Teachers will assist when needed.

### **Preparing to Shelter and Care for Students with Specific Needs**

Once all students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the Welligent student database, although items only needed outside of school hours may not be included. The greater the student's needs, the more supplies that may be needed to be stored for emergency use.

Students who have greater or more individual needs will need additional support. School staff can create a backpack "go kit" with the necessary supplies in it, tagged with the student's name. The backpack should contain any and all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of supplies can be damaged by heat. Whenever the students

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evacuate the building, classroom employees must bring the backpacks with them. This school's specific plans for disaster assistance for students with specific needs includes:

### 2.7 Public Shelters

Please note that there are procedures that are followed by LAUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services. Information is available in the [LAUSD Use of School Facilities in an Emergency or Disaster Situation Bulletin](#).

### 2.8 Assessments

The school site self-assessments that are completed online as part of the Integrated Safe School Plan process contain critical elements of safe and healthy school planning that must be completed to be in compliance with Federal law, State law, and District policy and procedures. A copy of each completed assessment is available in the Section 8, Appendices.

#### 2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet federal and state mandates and the health needs of students. The school ensures immediate and reliable access to medications, special diets, treatments and emergency care.

Information about the food services division is available and there are activities to increase participation in the school meal program. There is adequate time for students to obtain and consume their meals. Schools that have an after-school program offer healthy snacks provided by food the services branch.

#### 2.8.2 Positive Safe School Environment

Student and Employee Security

Responsibilities of the Administrator:

- Review the information contained in [Bulletin 5721.1 "Student and Employee Security,"](#) with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop in the event that regular means of communication are unavailable, classroom-to-office emergency communication plans.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to

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School Police or the local law enforcement agency during nights, weekends, and holidays.

- Develop strategies to control rumors concerning school or community incidents.
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.

### Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs (SANE), child abuse and traffic safety bulletins.

### Campus Supervision

#### Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for staff carrying out the plan.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Monitor or prohibit student access to cars during school hours
- Review with campus supervision personnel procedures related to the proper use, maintenance and security of issued hand-held and base radios. See "LAUSD Radio Unit Handbook for Local Campus Radio System," or call the Radio Unit at (323) 224-2203.
- See that the school adheres to the District's policy on closed campus. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

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### Locked Campus Policy

#### Responsibilities of the Administrator:

- Assign school staff member, volunteer parent, etc., to monitor the main entrance, issue a "Visitor's Pass," and direct all visitors to report to the Main Office upon arrival.
- Assign available school staff to monitor campus perimeter, known trouble spots, and all building and gate entrances during the course of the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

### Key Control

#### Responsibilities of the Administrator:

- Maintain current records of the distribution of all keys.
- The issuance and receipt of all keys shall be acknowledged in writing and only with the written approval of the site-key administrator.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not actually in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

#### Key Distribution:

- **Master Keys:** It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys ("A" and "K") shall be issued only to the plant manager, administrative staff, and Campus Police Officer. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.
- **Sub-master Keys:** Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- **Classroom Teacher Keys:** Classroom teachers are to be issued only the keys to his/her classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- **Substitute Teacher Keys:** Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- **Alarm Keys:** Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

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### Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (Penal Code 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked.
- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room(s) or area(s) necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

### Loss or Theft of Keys

The loss or theft of keys shall be reported to the Local District Office and School Police. In addition, the Maintenance and Operations Central Shops Lock Department shall be notified, via the trouble call line. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

### Plant Inspections

#### Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.



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- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug-, tobacco, weapon-, and violence-free school, and nondiscrimination and sexual harassment policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

### Restroom Cleanliness

#### Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.
- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.

#### Responsibilities of the Plant Manager:

- Randomly monitor restrooms daily, daily inventory of any fixtures needing repair, and place a "trouble call" to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.
- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the "deep cleaning" of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

### Visitors to School Campuses

#### Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.

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- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.
- Administrators have the authority under the California Penal Code, Los Angeles Municipal Code and the Education Code to report to the appropriate police agency any adult or minor over 16 years of age who enters a school campus and fails to adhere to the posted "Visitor's Policy."
- Responsibilities of the Parents/Visitors:
  - All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
  - Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
  - Visitors are not to converse with the students, teacher, or instructional aides during the visitation.
  - Visitors are to keep the frequency of classroom visits reasonable (to be determined by the activity being observed).
  - Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

### Traffic Patterns and Drop-off/Pick-up Points

#### Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pickup plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pickup points that ensure student safety and minimize traffic congestion.

### Safe School Collaborative

#### Responsibilities of the Administrator:

- To identify key community stakeholders in relation to safety, including but not limited to, law
- Enforcement, probation, city attorney's office, city and county human relations.
- To identify key LAUSD central and Local District personnel to provide consultation and

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- Support from for example School Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- To identify a multidisciplinary school safety team composed of members such as administrators, parents, teachers, campus police or security officers, health and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- To identify a designated chair to convene the meetings, establish a need's assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- To work towards the development of safe passage to and from school for students.

### Safe Passage To and From School

#### Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199.
- Confer with the City of Los Angeles Department of Transportation (LADOT) or School Police in establishing safe pedestrian routes to and from school and appropriate student pickup and drop-off points. Schools may request copies of "Safe Routes to School" map from OEHS.
- Work with the Safe School Collaborative on safe passage.
- Review, distribute, and post "Back-to-School Safety Tips," which may be obtained from the School Traffic Zone Program.
- At elementary schools, encourage parents to walk their children to school.
- Schedule Pedestrian and Bicycle Safety assemblies through School Safe Traffic Zone at (213) 241- 7887 and/or Safe Moves at (818) 908-5341. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Recruit volunteers to participate in "Safe Crossings," a LAPD Volunteer Crossing Guard program. They will provide training and purchase of basic equipment (Schools must provide 15-20 volunteers).
- Inform students, staff and parents of designated "Safe Routes," student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

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### Random Metal-Detector Searches

#### Responsibilities of the Administrator:

- At the beginning of each academic year, inform all students and send a notice to the parents and guardians of all enrolled students advising parents and guardians of the existence and general terms of the District's random metal-detector policy.
- Post signs in several prominent locations at the site advising that all persons on the premises are subject to search for weapons by the metal detector.
- Ensure that the search team is composed of certificated employees and augmented with other staff, as necessary. School Police may be requested to accompany the search team, but may not participate in the actual searching or wandling.
- Ensure that all search team members are fully informed of the metal detector search procedures and their responsibility to be respectful and sensitive to the right of privacy and other concerns of the individual being searched.
- Maintain documents containing the following information regarding all random metal detector searches conducted at the school:
  - Dates, times, and locations of searches conducted.
  - Classes where searches are conducted and the basis on which classes were selected.
  - The basis for selecting students within those classes who are searched and the number of student searches.
  - Name of the staff conducting the searches.
  - Items found or confiscated as a result of searches conducted.
  - Whether students were disciplined as a result of searches conducted, why they were disciplined, and how they have been disciplined.

#### Guidelines for Conducting Random Metal Detector Searches:

- Random searches are searches conducted without reasonable suspicion and must be "truly" random. Specifically, in advance of selecting particular students for a search, a pattern indicating which students are to be searched must be established. Search team officials must not deviate from the established pattern at any time during the course of the search.
- The search team official must be of the same gender as the student being searched.
- School administrators may not conduct, or allow to be conducted, random wand style metal detector searches of students' persons, bags, backpacks, or purses in the classroom while class is in session
- Once students are selected for a search, they should be asked to bring their bags, backpacks, or purses with them to the location where the search will be conducted.
- School administrators may conduct or authorize pat-down searches of students when (1) the student gives consent or (2) reasonable suspicion exists. Administrators may not

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conduct, or allow to be conducted, pat-down searches to which students do not consent unless there is reasonable suspicion.

- “Pat-down searches” are defined as searches in which a school official or designated agent places hands directly upon the person or clothing of students.
- Circumstances giving rise to a reasonable suspicion exists when the metal detector activates during the course of a random search or when administrators receive a reliable tip that a particular student is in possession of a gun, weapon, or other dangerous object.
- Visually or manually inspecting the contents of students’ bags, backpacks, or purses can be conducted only when reasonable suspicion exists or when the student gives the searcher permission.
- Wanding the outside of a student’s bag is permissible. Prior to wanding, officials may ask students to empty their bags or pockets of any metal objects.
- Any person found to be in possession of a gun or other dangerous weapon as defined either in the California State Penal or Education Code shall be arrested. If during the course of a search, contraband that is in violation of published District or school policy or other regulations is observed, such items may be confiscated.
- Students who refuse to submit to a wand search consistent with the guidelines may be subject to
- Disciplinary action for defying the valid authority of school personnel.
- Searching Other Areas of the School:
  - A locker search plan of a minimum of ten lockers a day should be implemented.
  - These searches should be conducted on a daily basis and in a random selection pattern.
  - At the beginning of the academic school year, notification must be given to both students and parents regarding the implementation of daily random locker searches.

### School Police/Local Law Enforcement

#### Responsibilities of the Administrator:

- Meet with the assigned School Police Officer and area Sergeant on a regular basis to share and discuss information related to campus activity and the site’s security operations and service needs.
- Review with staff the appropriate notification and protocol in reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Local District about incidents and events that may have repercussions at other locations.

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- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit neighbor support to assist with student safety to and from school by implementing a neighborhood watch program (such as the Safe House Program).
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- When a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact School Police's Watch Commander (213) 625- 6631 and advise him/her of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

### Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office, cell, or pager) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Describe the person(s) or suspect(s) involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon(s) involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person(s) or suspect(s) involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Request medical assistance, if needed (not if already requested through 911).
- Advise School Police Department if another law enforcement agency has also been contacted.

### Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to "keep the peace" by protecting students and staff from physical assault and school property from theft and destruction. The LASPD, while deployed at secondary schools will work closely with school-site administration, students, staff, community members, and local agencies to create a safe and secure school learning environment. Safe Passages and other

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specialized units, including detective personnel will work with the Campus Police Officer to ensure safety around the campus, enforcing all applicable laws fairly and impartially and providing a high visibility presence within safe passages area. Truancy, pedestrian, and motor vehicle violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

Campus Police Officers will:

- Maintain a high visibility and patrol of the school premises, the prime objectives being the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel while on the school site.
- Investigate incidents that occur at any location that impacts the school and affects the orderly conduct of its operation.
- Develop and maintain a positive, professional and ongoing working relationship with the school-site administration, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve safety crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist in the preparation, evaluation, and updating of the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police and Local Agencies):

- In instances, where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with a LASPD department supervisor.
- A “Lockdown” of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown, after consulting with law enforcement.
- Properly identified law enforcement officer(s) are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.

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- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner's Office, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member(s) of the victim's family arrives at the school prior to being notified of the death by law enforcement, the family member(s) should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim's family calls the school prior to notification by law enforcement, he or she should be asked to come to the school.

### Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when preservation of evidence to a crime, or an investigation of a crime is in progress, to include, but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.
- The first police officer(s) to arrive on scene will have specific duties to perform to insure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school's administration.
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.
- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

### Inventory/Marking of School Equipment/Property

Responsibility for all school property rests with the principal. Teachers and other employees are held responsible for the care of all school property in their control. The principal ensures that District equipment is not loaned to any District employee, group, or other persons for personal use.

### Child Abuse Reporting

#### Responsibilities of the Administrator:

- Discuss the child abuse reporting policy in depth with all employees two times a year (at the beginning of each semester).



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- Collect and file all individually signed statements acknowledging legal requirements and District policy concerning child abuse reporting.
- Ensure all employees have viewed and passed the on-line Child Abuse Awareness Training and conduct the Spring Child Abuse Awareness Training for all employees.
- Notify the appropriate Local District Administrator when a District employee is alleged to be the perpetrator in a child abuse report.
- When an allegation of child abuse has been made, District personnel are precluded from conducting an investigation or taking any action prior to or during the child protective agency/law enforcement investigation. Action includes, but is not limited to, interviewing witnesses, interviewing the alleged perpetrator, contacting parents of alleged victim, taking written statements, seeking verification of information, and taking disciplinary action. (Exceptions to this may include the temporary relocation of an employee.)
  - Always take some form of administrative action with documentation when advised to “handle it administratively” by law enforcement or when law enforcement has completed its investigation.
  - Maintain a confidential log of all known/reported child abuse cases.

### Responsibilities of All Employees:

- View and pass the on-line Child Abuse Awareness Training and participate in the Spring Child Abuse Awareness Training conducted at the school site.
- Any District employee who has knowledge of, observes, or reasonably suspects an instance of child abuse shall report the known or suspected instance of child abuse to a child protective agency/law enforcement 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.
- The employee reporting suspected child abuse is not to verify the suspicion or prove that abuse has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency/law enforcement agency.
- District policy and State law requires that every employee who entered into employment on or after January 1, 1981, shall sign a statement to the effect that he/she knows of the requirements to report known or suspected instances of child abuse and will comply with such requirements. The employee need only sign the statement once at each site, not every year.

### Guidelines for Child Abuse Reporting:

- Reportable victims include: child-person under the age of 18, and dependent adult, person 18-64 years of age who is dependent upon others for care.

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- Child abuse includes: physical abuse, sexual abuse, neglect, life endangerment, willful cruelty, and emotional abuse.
- If a child discloses that he/she was abused or an allegation of abuse is brought to the attention of any District employee, a report MUST be made as soon as reasonably possible and should not be put off until the end of the school day. School procedures may not require the reporter to disclose his/her identity to school personnel prior to or subsequent to making a report.
- A Child Abuse Report is to be made to only one child protective/law enforcement agency. School Police is NOT a child protective agency, and reports made to School Police are NOT a means of complying with the law.
- Child abuse reports are confidential. Reports are to be completed only by the designated reporter. The written report is to be completed and filed with the appropriate agency within 36 hours from the time that the allegation is received.
- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone in the course of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which he or she knows or reasonably suspects to exist, can incur criminal, civil, and/or professional liability.
- No employee mandated under provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse.

### Incident Reporting

#### Responsibilities of the Administrator:

- Inform all staff as to the reporting/notification process.
- Identify and manage the users that will have access to the on-line ISTAR System.
- Report all incidents using the ISTAR System. Reports should be timely and thorough.
- The incident report is to be called into the Local District Operations Coordinator for appropriate follow-through.
- Regularly review incident reports, particularly those involving crimes, for trends and to identify and implement strategies to prevent future incidents.

#### Incident Reporting Guidelines:

An Incident Report is to be filed with the appropriate Local District for the following types of incidents:

- Any threat, including bomb and terrorist threats, to the school, individual student(s), or staff.
- Student or staff member injured or missing.

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- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Other emergencies.
- In anticipation of a serious event.
- Evacuations, lockdowns.
- Utility problem, i.e. shut-off or disruption of service.
- Construction problem preventing access.
- Noteworthy or media situations.

### Parent Notification - *Parent-Student Handbook*

#### Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

#### Responsibilities for Violence Prevention and Intervention:

##### Definitions:

**Gang:** A closely (or loosely) structured group of individuals who may express their identification by adopting certain dress attire and/or adoption of symbolic behavior to include nicknames of individuals, tattoos, hand signs, and the claiming of territory in a neighborhood. The activities of this group include criminal acts of violence, bullying/threats, and anti-social behavior.

**Gang Member:** A person who wears colors or symbols for purposes of declaring affiliation and committing illegal acts related to the gang, often, but not exclusively, of a violent nature.

**Gang crime:** An activity as defined by the penal code as against the law and committed as part of gang membership. This activity may include criminal acts of violence, bullying/threats, or anti-social behavior.

**Primary Prevention:** Taking action to decrease the likelihood that an emergency or crisis will occur. It is reducing risk factors and stressors, building protective factors, and increasing support. Primary Prevention includes activities aimed at the general population.

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**Secondary Prevention:** Taking action to decrease the likelihood that an emergency or crisis will occur. It is reducing risk factors and stressors, building protective factors, and increasing support. Secondary Prevention includes activities aimed at targeted at-risk students.

**Intervention:** The ability of staff or police to problem-solve situations prior to escalation by using all resources and means available. This could include counseling and mentoring programs.

**Suppression:** Heightened efforts by staff and police towards a particular problem which includes identifying the origin of the problem, such as iPod theft/robberies, increased communications to students and parents regarding the problem, as well as trying to identify the suspects. Suppression should always include efforts made towards ending the problem on a long-term basis, rather than the short term fix of catching the suspects and moving on.

**Recruitment:** Youth gang involvement may begin as early as elementary school. Children as young as 7-8 years are extremely vulnerable and may start acting out, adopting the style and language of a gang, and acquiring the status of a “wannabee.”

**Reentry:** The placement of students who are returning from Juvenile Camp School, Juvenile Hall, California Youth Authority (CYA), or other placement facilities. Counselors work to ensure student(s) enrollment in an appropriate instructional setting, where they are most likely to succeed.

**Community Education:** The use of a collaborative response to ensure that teachers, students, administrators, parents, community members, and all those charged with keeping children safe continue to be vigilant of all the complex issues involving youth gangs and youth gang recruitment efforts.

### Bullying & Hazing Policy

#### Responsibilities for the Administrator:

- Investigate allegation of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to incidents whether the involved parties are students or staff members.
- Take appropriate actions to resolve the situation.
- Notify the appropriate law enforcement authorities, when necessary.
- Document the investigation, interventions and resolution.

#### Responsibilities of Staff and Student Rights:

- Teachers must discuss with their students relevant aspects of the Bullying & Hazing Policy.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.

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- A student has the right to report an incident(s) of bullying at any time without reprisal or retaliation.
- Bullying is a form of aggression in which a more dominant person(s) targets a specific person for the purpose of causing harm, fear or humiliation, and the behavior is unwanted and unprovoked on the part of the recipient.
- Bullying may be physical, verbal or electronic, and may be carried out in indirect ways, such as manipulating friendships, ostracizing classmates, or spreading rumors.

### Hate-Motivated Incidents

#### Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Submit hate-motivated incident/hate crime report to the Local District office.
- Develop and implement educational programs and activities that foster human relations skills
- And combat behaviors of name-calling, harassment, discrimination, hate and bigotry.

### Sexual Harassment Policy

#### Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties.
- All known incidents of sexual harassment should be documented. The “Complaint Record: Student Sexual Harassment” form found in [Bulletin 3349.1, “Sexual Harassment Policy-Students,”](#) is to be utilized once a complaint investigation is concluded, and a copy of the complaint record is to be forwarded to the Educational Equity Compliance Office.
- For procedures regarding employee-to-employee complaints of sexual harassment refer to District [Bulletin 1893.1 “Sexual Harassment Policy \(Employees\).”](#)
- Students and/or parents who file a complaint are to be informed of any remedial or corrective actions that are instituted to resolve the complaint.
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle. There are both informal and formal processes described in responding to such complaints as outlined in [Bulletin 3349.1, “Sexual Harassment Policy \(Students\).”](#)

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### Title IX-Gender Equity

#### Key Elements:

Students have the right to equal learning opportunity in their school.

Students may not be required to take and/or may not be denied enrollment in a course because of sex, sexual orientation, or gender.

- Students shall be provided with counseling and guidance that is not discriminatory.
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited.
- Students and/or parents who file a complaint are to be informed of the findings of the complaint.
- Schools shall offer female and male students equal opportunities to play sports.
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes.
- No student applying for enrollment will be subject to discrimination on the basis of that student's pregnancy, childbirth, termination of pregnancy, or recovery.
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant for filing of a complaint.
- The informal and formal processes for investigating the complaints are found in [Bulletin 3349.1, "Sexual Harassment Policy."](#)

#### Intergroup Relations

##### Responsibilities of the Administrator:

- Designate a person(s) who may serve as a human relations coordinator of activities and services.
- Conduct a schoolwide assessment using surveys and dialogue questions provided by the Office of Human Relations, Diversity and Equity.
- Have in place a procedure where rumors may be reported and investigated. A mechanism such as a "problem box" could be centrally located and monitored regularly by an LAUSD designated staff member.
- Have in place a communication system that emphasizes facts and dispels rumors about people or events.
- Provide ongoing activities to support and encourage students, staff, and parents to intermingle for the purposes of promoting an appreciation of diversity and building community. Activities and resources are available from the Office of Human Relations, Diversity and Equity Tool Kit.

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- Trainings and workshops may be provided by LAUSD's Office of Human Relations, Office of Educational Equity Compliance, and a variety of other approved local government or community organizations.
- Designate a point person(s) and procedures for managing peaceful resolutions of conflicts (e.g., LAUSD Restorative Justice Program, Peace Builders, and Safe School Ambassadors).

### Gang Risk Intervention

#### Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Develop a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

### School-Site Crisis Team

#### Responsibilities of the Administrator:

- Establish a School-Site Crisis Team.
- When additional assistance is needed, call the Local District Operations Coordinator for the support of the Local District Crisis Team.

### Suicide Prevention, Intervention and Postvention

#### Responsibilities of the Administrator:

- Respond to all reports of student at risk for suicide immediately.
- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Establish a safe, respectful and welcoming school environment.
- Ensure that the Suicide Prevention, Intervention and Postvention Policy ([Bul 2637.2](#)) is implemented.
- Document actions electronically on iSTAR, including the completion of the Risk Assessment Referral Data (RARD) tab. Update the report, as necessary.

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### Responsibility of all District employees:

- Inform the school site administrator/designee immediately of any concerns, reports or behaviors relating to student suicide or self-injury.
- Adhere to the Suicide Prevention, Intervention and Postvention (SPIP) policy and act in accordance with the policy.

### Student Threat Assessment and Management

#### Responsibilities of the Administrator:

- Establish a multi-disciplinary School-Site Threat Assessment Team. Including a school administrator, School Police Officer and mental health professional, such as the school counselor, school psychologist, social worker, or PSA counselor.
- Establish a safe and respectful school environment.
- Ensure that the [Threat Assessment Management Policy](#) (Bul-5799.0) is implemented, including all applicable protocols.
- Document all actions on ISTAR and update the report, as necessary.

#### Responsibilities of all District employees:

- Adhere to the [Threat Assessment and Management Policy](#) (Bul-5799.0) and act in accordance with the policy.
- Report any suspected threats to the site administrator or designee immediately.
- Cooperate in the investigation of complaints by providing relevant information.

### Employee or Associated Adult Workplace Violence, Bullying and Threats

#### Responsibilities of the Administrator:

- Establish a multi-disciplinary School-Site Threat Assessment Team, including a school administrator, School Police Officer and mental health administrator, such as the LD School Mental Health Coordinator.
- Establish a safe and respectful school or workplace environment.
- Ensure that the [Workplace Violence \(WPV\) Policy \(Bul-5610.0\)](#) is implemented.
- Investigate and respond to any verbal or written reports of violence, bullying or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.
- Document all actions on iSTAR and update the report, as necessary.

#### Responsibilities of all District employees:

- Adhere to the [Workplace Violence \(WPV\) Policy \(Bul-5610.0\)](#) and act in accordance with the policy.



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- Promptly report any suspected workplace violence behaviors to your site administrator or designee by completing the Workplace Violence Complaint Form, Attachment D of [Bul- 5610.0](#).
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Discipline Foundation Policy <http://Disciplinepolicy.lausd.net>

### Responsibilities of the Administrator:

- Assume a leadership role in School-wide Discipline Review Team. Everyone has a stake in responsible, respectful, safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the School Discipline Review Team; support and monitor the Team's implementation of the School-wide Discipline Plan; evaluate the outcomes; and modify strategies as needed.
- Ensure school procedures effectively support the collection of data that accurately reflect students' behavior needs.
- Inform at the beginning of each academic year or as students enroll all students and parents/guardians about the school's behavioral expectations, responsibilities, and procedures.
- Ensure that students, parents/guardians, and staff have access to copies of the School-wide Discipline Plan, that students understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Observe all due process rights when working with students whose behavior impedes learning or the learning of others, suspending a student, issuing an opportunity transfer to a student, or recommending that a student be expelled.
- Provide staff development on strategies, methods, and tools of implementing the School-wide Discipline Plan.

### Responsibilities of Discipline Staff:

- Identify, teach, model, and reinforce behavioral expectations and correct misbehavior.
- Utilize office referral data and other disciplinary data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, SST, COST, IEP, to develop behavior support plan for students who exhibit behavioral challenges and implement the behavior support plan.
- Partner with parent/guardian and engage in parent education if necessary to bring about changes in student behavior.

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### Discipline Designee (Formal Discipline)

#### Responsibilities of the Administrator:

- Ensure that the District policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation and school-site procedures of student suspension and expulsion.
- Students are only to be suspended from school when he/she has committed an act listed under Education Code section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
- Ensure that recommendations for expulsion are pursued when students violate Education Code 48915(c). Refer to Matrix for Student Suspension and Expulsion Recommendations.
- Do not suspend a student in absentia (i.e., suspend the student when the student is not present).
- Refer to [Bul-5655.3 Guidelines for Student Suspension](#).
- Students shall not to be suspended from school for any reason for more than five consecutive school days. Refer to Education Code 48911.
- Students in the general education program, including students served under a 504 Plan, shall not to be suspended for more than 20 school days in any school year or 30 days if the student transfers to another school. Refer to Education Code 48903.
- Students with disabilities shall not be suspended for more than 10 days in any school year.
- Refer to the Special Education Policies and Procedures Manual.
- Once a student has been issued a suspension, the suspension can only be rescinded by the Local District Administrator through an appeal process. The school site is not able to rescind suspensions. Refer to [Bul-5655.3 Guidelines for Student Suspension](#).
- Ensure that the school sends a certificated staff member and appropriate witness(es) to present an expulsion case or testify at the expulsion hearing.
- The school is responsible for sending a certificated staff member and appropriate witnesses to present the case or testify at the ERC hearing.

#### Responsibilities of Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff including law enforcement, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian in a timely manner whenever his or her child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into Student Information System (SIS) and record all remedial interventions.

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- Advise the parent/guardian regarding the appeal process whenever the parent/guardian disagrees with the administrator's decision to suspend.
- Do not practice "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice) Refer to [Bul-5655.3 Guidelines for Student Suspension](#).

A teacher may suspend a student from class for any of the acts enumerated in Education Code 48900.

1. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. [Bul-5655.3 Guidelines for Student Suspension](#) and Education Code 48910.
2. A student shall not be placed in another regular class during the period of suspension.
3. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than one class per day, he or she must attend the classes from which he or she was not suspended. Refer to Education Code 48910.
4. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to Education Code 48910.
5. School staff may assign a student who was suspended for any of the reasons enumerated in Education Code 48900 and 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to Education Code 48911.1.
6. Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Education Code 48900.3); engaged in harassment, threats, or intimidation against a pupil or a group of pupils, or school district personnel (Education Code 48900.4); or made terroristic threats against school officials or school property or both (Education Code 48900.7) are precluded by law for in-school suspension (Education Code 48911.1).

### Opportunity Transfer Guidelines:

- Opportunity Transfer (OT) for discipline may be issued either for a single serious act or as part of progressive discipline. Prior to implementing an OT for a student for progressive discipline, the school must have first implemented a systematic approach to behavioral change (which may include a behavior support plan, mentoring, and behavioral contracts).
- An OT may not exceed one calendar year unless both the parent and the school agree.

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- Opportunity Transfers for disciplinary reasons may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school.
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an OT is cancelled, the sending school must ensure that the student has reenrolled.
- There is no such thing as an "OT" for a student with disabilities. In order to ensure a change of placement is appropriate, an IEP team must convene and conduct a thorough review of the student's program and services, including a "manifestation determination" to ensure that the student's Behavior Support Plan (BSP) is appropriately developed or modified.
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Act) prohibits schools from transferring a student with an IEP for discipline if a parent disagrees with the IEP (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons or drugs.)

### Expulsion Guidelines:

- School principals are required to recommend the expulsion of any student who engages in behavior described in E.C. Section 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day his or her suspension is over (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive pre-expulsion IEP must be conducted, which includes a manifestation determination, prior to recommending that a student with an IEP be expelled.
- No student can be expelled by the Board of Education unless evidence, in the form of oral testimony, is presented at the District's administrative (Expulsion Review Committee [ERC]) hearing.
- The school is responsible for sending a certificated staff member and appropriate witnesses to present the case or testify at the ERC hearing. 5.3 Ed. Code 49079

### Maintenance of E.C. 49070 Information:

- Each teacher informed of E.C. 49079 students shall be advised of the opportunity to review the student's file and shall be admonished regarding the confidentiality of information.
- E.C. 49079 information can be obtained from the following District-maintained records: student expulsions, opportunity transfers, school suspensions, classroom suspensions, arrest reports, or Juvenile Court notices. This information is to be documented in the student's yellow discipline folder in accordance with District policy.
- Pupil Accounting Reports (PAR), other formal District documents, and law enforcement or Juvenile Court notices shall be included in the E.C. 49079 file.

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- Notice of E.C. 49079 shall be inputted into the Student Information System (SIS).
- Any information received under this law shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher, counselor, or administrator. Any intentional violation of the confidentiality provisions of this law is a misdemeanor.
- Information received from the court under the Welfare Information Code Section 827 shall be maintained in the school's E.C. 49079 file, but the court's form must be destroyed by school authorities twelve months after its receipt from the court or twelve months after the minor returns to public school, whichever occurs later.

### Guidelines When a Student Described in E.C. 49079 Is Transferred to Another LAUSD School:

- A Pupil Accounting Report (PAR) ID must be issued.
- Section One (1) must be completed.
- "E.C. 49079" shall be noted in Section Two (2)-"additional comments."
- Applicable portions of Section Four (4) must be completed.
- Within five school days of the student's enrollment, the receiving school shall request from the sending school, copies of information regarding the E.C. 49079 yellow file of the student.
- District offices responsible for assigning expelled or reinstated students must immediately notify the principal of the newly assigned school.

### Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of Grades K through 12 has been found by the court to have committed any of certain specified offenses.
- It is required that the information furnished be expeditiously transmitted to any administrator, counselor, or teacher who has direct supervisory or disciplinary responsibility over the minor and who is deemed to need the information in order to work with the student in an appropriate fashion to avoid being needlessly vulnerable, and/or to protect other persons from needless vulnerability.

### Student Dress Code/Uniform Policy

#### Key Elements:

- A committee composed of representatives from all stakeholder groups will revise policies on dress code and on uniforms yearly.
- A student's dress and grooming shall not cause distraction from or disturbance of any school activity.

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- The manner of a student's dress and/or grooming must not create a hazard to health or safety.
- Consistent with the above guidelines, hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design, as determined by the student and his or her parents.
- If possible, to assist parents in purchasing clothes for the upcoming year, dress code/uniform policies will be communicated to students and parents prior to the beginning of the academic year. If this is not feasible, said policies will be communicated at the beginning of the school year and to new enrollees at the time of their enrollment.

### 2.8.3 Attendance and Dropout Prevention

Responsible Administrator:

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that a comprehensive School Attendance Plan has been developed that involves all school staff, including teachers, nurse, counselors, PSA, etc., as well as appropriate community
- Health or other agencies. For a template to develop a comprehensive Attendance Plan and Dropout Prevention Plan, please visit the Pupil Services Website at <http://pupilservices.lausd.net/>.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the Pupil Services and Attendance Counselor or designated staff member is responsible for coordinating efforts on truancy and tardiness abatement.

Responsibilities of the Teacher:

- Ensure that phone calls to home are made (teacher or other designated staff) when students are absent.
- Ensure that attendance is submitted the first 15 minutes of each class or period.
- Ensure that all reason codes and times (if applicable) are entered.

E.C. Section 48200-Compulsory Attendance Law:

Each person between the ages of 6 and 18 years not exempted shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school

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or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

### E.C. Section 48260-Definition of Truancy:

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

### Anti-Loitering/Truancy Ordinance:

The LAUSD and the Community Development Department at 13 Youth Worksource Centers in collaboration with the Los Angeles School Police Department and the Los Angeles Probation Department, through the Truancy Diversion Program (TDP), will serve as an intervention and diversion alternative to citing students in violation of the daytime curfew. The TDP will assist in reducing daytime curfew citations and guide youth through an assessment and self-inventory process that helps them identify their interests, preferences, motivations, educational options and assesses the root causes of their attendance-related issues.

If the minor fails to complete the Diversion program within the time allotted, the law enforcement agency issuing the Diversion form will be notified. The law enforcement agency will then issue a citation to the minor which may require a court appearance.

### Early Intervention Dropout

#### Responsibilities of the Administrator:

- Ensure that the Pupil Services and Attendance (PSA) Counselor or a designated staff member is responsible for coordinating efforts on dropout prevention and recovery.
- Ensure that all school staff have read and follow Bulletins: [BUL-3720.0 Dropout Prevention and Intervention and Recovery Strategies](#), [BUL-3833.1 Closing the Achievement Gap](#), [BUL- 4926.2 Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools](#), and [BUL-6231.0 Discipline Foundation Policy](#).
- Ensure school staff are trained and have access to LAUSD systems such as MyData, ESIS, SSIS, ISIS as well as classroom referrals to help identify and monitor/track at-risk students.
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust to their new school environments.
- Ensure that the school climate welcomes and invites parent involvement through the use of a parent center, parent conferences, parent meetings, phone calls to parents, and

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that selected staff makes home visits when necessary to engage parents in their student's educational needs.

- Administration in conjunction with support staff utilize the [Bul 3720.0](#) assessment tool to identify any areas in which the school needs to improve best practices for dropout prevention, intervention, and recovery.
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance and dropout information in order to make decisions at the school regarding student-intervention programs and policies.
- Ensure the multidisciplinary team consists of Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

### Responsibilities of the Multidisciplinary Team:

- Meet regularly to discuss coordination of services.
- Assess student and school data, establish a uniform referral process, and provide consistent follow-up on referrals.
- Responsibilities of Staff:
- Staff is trained and is aware of District mandates and procedures with respect to Dropout Prevention and Recovery.
- School staff identifies and monitors students who are not making progress and inform instruction in order to make needed adjustments to support student academic functioning.
- Collaborate in the delivery of services to students.
- Be aware and utilizes resources both within the school and in the community.
- School staff systematically monitors, update, and review student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

### Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-risk students to educational alternative placements (using the Guide to Educational Alternative Placements for At-Risk Students) such as, but not limited to, community college classes, continuation schools, AEWs, Charter schools, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-risk students and utilize available resources to assist those students-such as training on how to complete accurate enrollments and checkouts in SIS and ISIS, how to identify at-risk students based on multiple risk factors (using the MyData), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to



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necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.

- Ensure that their school has a variety of different academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, CAHSEE Boot Camp, intersession classes and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into the SIS and ISIS systems upon enrollment and check-out (i.e. correct leave/enrollment codes are being used, field 212 is updated upon every check out, and student records are sent to the next school of enrollment in a timely manner).
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at-risk of school failure and dropping out of school.

### Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.) and link those students and parents up to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

### System to Recover, Enroll, or Provide Alternative Education Referrals

#### Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students from the three potential dropout lists that are provided three times a year (February, May, and September) to school principals.
- Ensure that staff is trained and follow all Bulletins, Memos, and Reference Guides regarding LAUSD policy for CASHEE non-grads and 5th year seniors.
- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Require SIS coordinators to run monthly reports on all checkouts each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Stress to staff the importance of accurate record keeping and tracking.

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### Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, Reference guides, and memorandums relating to the input of student information into SIS or ISIS.
- The multidisciplinary team utilize the “Potential Dropout List Protocol” provided by the Pupil Services Unit to assist them in clearing students off their potential dropout lists.
- Staff provides to parents/guardians and students information about the educational alternative options available to help them be successful in school.

### **2.8.4 Parent and Community Involvement**

Parents are encouraged to provide a healthy diet and to promote physical activity for their child. Parents are also encouraged to participate in the planning for their child’s academic progress/success. School-based resources should be utilized by parents to support their child’s academic achievement. Promoting community-based programs on campus will also benefit parents.

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## 3. Incident Command System

### 3.1 Incident Command

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters nationwide. LAUSD also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the ICS School Organization Chart in the chart at the end of this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

All District employees, and especially those staff members assigned to an ICS team, are highly encouraged to download the emergency plan app. It is also recommended that team members and other District employees take CERT training. Disaster supplies lists can be found in [REF 5451.2 School Site Emergency/Disaster Supplies](#). LAUSD personnel can learn more about ICS by taking online video training courses STEPS\_400, 420 and 421, available through the Learning Zone. Additional on-line Emergency Management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at <http://achieve.lausd.net/fema>.

**Command** GOMEZ, LUIS; RIOS, EDGAR

During an emergency, the Incident Commander is responsible for setting the response objectives and directing activities from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the principal, as the Incident Commander. The principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison, as needed. The Incident Commander should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART - Specific, Measurable, Achievable, Relevant and Timely.

**Planning/Intelligence** PADILLA, BLANCA; ARTEAGA, ALMA

During an emergency, ICS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and

### 3. Incident Command System

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actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by two staff members, one involved with “Documentation” and the other with “Communications”. Both of these positions, if assigned at the discretion of the principal, will report directly to the Incident Commander (principal) unless a Planning/Intelligence Chief is assigned. The ICS Planning and Intelligence Section also predicts future needs and trends and constantly answers the following questions:

- “How big is this problem?”
- “Who is affected?”
- “What are we going to need in the next hour, day or week?”

Planning and Intelligence people are forward thinkers. They like to seek out facts and make predictions. A natural choice may be librarians or history teachers.

#### **Operations** PAYTON, GEOFFREY; PAYTON, GEOFFREY

Under ICS, all tactics for the emergency response are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within LAUSD, these activities are performed by the following teams: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams. Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers”.

#### **Logistics** ESCARZAGA, JAIME; PADILLA-PEREZ, MARVIN

The Logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within LAUSD, these activities are performed by Supply/Equipment Team.

The Logistics section deals with resources. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters”. A natural choice may be your plant manager or supply clerk.

#### **Finance/Administration** PERKINS, SHARON; CONDE LEITE, ELIZABETH

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the “Payers”. They will keep track of personnel time and costs. A natural person for this function would be your payroll clerk who knows everybody on campus. Another choice may be your financial manager.

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Figure 2.1 presents an Emergency Management Organization Chart modeled after ICS and adapted for LAUSD schools. The organization depicted on the chart can be expanded or abridged to meet the scope of the emergency. Not every emergency will require all of the teams listed on the chart.

ICS can be adopted for schools with limited personnel. If no one is assigned to a ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the Incident Commander may not assign a person to be in charge of finance. In that case, the Incident Commander is still responsible for the financial documentation.

#### 3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the Incident Commander. The Command Team includes the school's Public Information Officer and the Safety Coordinator. The team leader for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration) also report to the Incident Commander. The Incident Commander sets goals and objectives for the activities of all other teams.

##### Team Assembly Location

Inside: MPR

Outside: BASKETBALL COURTS

##### 3.2.1 Incident Commander GOMEZ, LUIS; RIOS, EDGAR

The Incident Commander (principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Local District Administrator of Operations and central staff.

##### 3.2.2 Public Information Officer GOMEZ, LUIS; PADILLA, BLANCA

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Posting approved messages to Blackboard Connect for parents
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media and District Communications

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- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation

#### **3.2.3 Safety Coordinator** RIOS, EDGAR; PAYTON, GEOFFREY

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Stopping any and all unsafe activities
- Periodically checking with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

#### Supplies and Equipment for Command Team

- School Emergency Response Boxes ([REF 5450.1 School Emergency Response Boxes](#))
- Copy of the Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff e-mail lists

Master keys – Note: These must be kept in a very secure location or with specific authorized individuals

- Copies of staff and students rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

### **3.3 First Aid/Medical Team**

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and that first aid and triage is rendered during an emergency.

#### **Assignments**

First Aid/Medical Team Leader: OKIYEFA, JUSTINA

### 3. Incident Command System

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Alternate Team Leader: OKIYEFA, JUSTINA

First Aid/Medical Team Member:

First Aid/Medical Team Member:

School Nurse: OKIYEFA, JUSTINA

Team Assembly Location

Inside: Conference Room

Outside: Triage

#### **First Aid/Medical Team Leader**

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with Operations to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up First Aid/Medical treatment and/or triage areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients
- Periodically keeping Operations informed of overall status
- Completing the Injury Report

#### **First Aid/Medical Team Members**

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. All team members should have First Aid/CPR/AED training. Supplemental online training course STEPS 213 is offered through the Learning Zone. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue
- Triage/First Aid Response
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to First Aid/Medical Team Leader
- Recording information on transport to hospital by first responders
- Supplies and Equipment for First Aid/Medical Team
- Vest or position identifier
- First aid supplies

### 3. Incident Command System

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- Non-Latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report

In a disaster, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Safe School Plan.

#### **3.4 Psychological First Aid/Crisis Team**

The Psychological First Aid Team, or Crisis Team, is responsible for the social-emotional well-being and safety of all students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency, pursuant to the District's *Crisis Preparedness, Response and Recovery* policy.

#### **Assignments**

Psychological First Aid Team Leader: PADILLA, BLANCA

Alternate Team Leader: RUE, ROBIN

Psychological First Aid Team Member:

Psychological First Aid Team Member:

Team Assembly Location

Inside: TRIAGE

Outside: CONFERENCE ROOM

#### **Psychological First Aid Team Leader**

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with Operations to identify concerns and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and ensuring appropriate training is provided. Information is available in the District's *Crisis Preparedness, Response and Recovery* Bulletin. Supplemental online training courses STEPS 212 and 409 are offered through the Learning Zone.



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#### **Psychological First Aid Team Members**

The members of the Psychological First Aid Team are responsible for monitoring the social-emotional safety and well-being of the students and staff in the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid Team may include:

- Psychological triage/first aid
- Supporting other teams as needed
- Coordinating with Operations to provide water and food to students and staff when necessary
- Providing reassurance to students
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident

#### Supplies and Equipment for the Psychological First Aid Team

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens and pencils

### **3.5 Search and Rescue Team**

The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams at a school. Each team must have four members.

#### **Assignments**

Search and Rescue Team Leader: RIOS, EDGAR

Alternate Team Leader: BUSTAMANTE, FERNANDO

SAR Team 1 Members: RIOS, EDGAR; BUSTAMANTE, FERNANDO; VILLA, UBALDO; PAYTON, GEOFFREY

SAR Team 2 Members: CANCHOLA, JOSEPH; ARTEAGA, ALMA; COLIN, LIZZETTE; DRUGGE, BRETT

SAR Team 3 Members: ; ; ;

SAR Team 4 Members: ; ; ;

Team Assembly Location

Inside: Conference Room

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Outside:       Emergency Bin

#### **Search and Rescue Team Leader**

The Search and Rescue Team Leader is responsible for directing team activities, keeping Operations informed of overall status, and coordinating appropriate training. Supplemental online training course STEPS 214 is offered through the Learning Zone. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

#### **Search and Rescue Team Members**

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to Team Leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the Utilities Team and Fire Suppression Team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the Team Leader the location, number, and condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

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#### Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

#### **3.6 Security/Utilities Team**

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with Operations as required. Close coordination with the Reunion Gate Team is necessary to safely reunite students with their parents or lawful guardians. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. This team includes participation by the school police officer or school security officer, campus aides, and members of the custodial and cafeteria staff.

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#### **Assignments**

Security/Utilities Team Leader: ESCARZAGA, JAIME

Alternate Team Leader: PADILLA-PEREZ, MARVIN

Security/Utilities Team Member:

Security/Utilities Team Member:

Team Assembly Location

Inside: CONFERENCE ROOM

Outside: TRIAGE

#### **Security/Utilities Team Leader**

The Security/Utilities Team Leader is responsible for directing team activities and interacting with Operations to identify problems and report status, and coordinates appropriate training. The Security/Utilities Team Leader is also responsible for contacting the Planning and Intelligence Section that will, in turn, notify local utility companies (water, electricity, gas, sewer) as needed.

#### **Security/Utilities Team Members**

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut-off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary
- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys

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- Hand-held two way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

#### **3.7 Supply/Equipment Team**

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with the supplies cached in the emergency bin and cafeteria storage room.

##### **Assignments**

Supply/Equipment Team Leader: BUSTAMANTE, FERNANDO

Alternate Team Leader: RIOS, EDGAR

Supply/Equipment Team Member:

Supply/Equipment Team Member:

Team Assembly Location

Inside: CONFERENCE ROOM

Outside: EMRGENCY

##### **Supply/Equipment Team Leader**

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring food/shelter/care
- Work with Planning & Intelligence Coordinator to determine the length of time care will be needed
- Inventory supplies on hand

##### **Supply/Equipment Team Members**

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

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- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

#### Supplies and Equipment for Supply/Equipment Team

- Hand-held two way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

### **3.8 Assembly Area Team**

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to Operations. Operations will then relay reports of missing students to the Search and Rescue Team.

#### **Assignments**

Assembly Area Team Leader: PADILLA, BLANCA

Alternate Team Leader: ARTEAGA, ALMA

Assembly Area Team Member:

Assembly Area Team Member:

Team Assembly Location

Inside: MPR

Outside: BASKETBALL COURTS

#### **Assembly Area Team Leader**

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

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#### **Assembly Area Team Members**

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents arrive
- Gathering Missing Persons Report from each teacher and submitting forms to the Assembly Area Team Leader
- Assisting the Reunion Gate Team as required

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms

### **3.9 Request and Reunion Gate Teams**

#### **Request Gate Team**

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

#### **Assignments**

Request Gate Team Leader: BRUNET, ARMIDA

Alternate Team Leader: HERRERA, YENNY

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: Ernest Debs Park

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#### **Request Gate Team Leader**

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status, and coordinating appropriate training. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through the Learning Zone.

#### **Request Gate Team Members**

The members of the Request Gate Team are responsible for greeting parents/guardians/designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing parents, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification
- Directing parents or guardians to the Reunion Gate
- Dispatching student runners to Assembly Area to escort students whose parents have come to claim them

#### Supplies and Equipment for Request Gate Teams

- Keys to Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms

#### Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be re-assigned by the Operations Section Chief to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms etc.) for the additional Request Gate Team members so that additional stations can be opened.



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- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school.
- Ensure that there are sign making supplies to allow for reorganization.

#### **Reunion Gate Team**

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the Psychological First Aid Team and Security Team may be asked to assist the Reunion Gate Team. In the event that a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team stay with the parent and assist them.

#### **Assignments**

Reunion Gate Team Leader: BRUNET, ARMIDA

Alternate Team Leader: HERRERA, YENNY

Reunion Gate Team Member:

Reunion Gate Team Member:

Team Assembly Location

Outside: Ernest Debs Park

#### **Reunion Gate Team Leader**

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems, request additional personnel, and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

#### **Reunion Gate Team Members**

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate
- Verifying identification and authenticity of reunification forms

### 3. Incident Command System

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- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school
- Completing Student Release Log and submitting them to the Reunion Gate Team Leader

#### Supplies and Equipment

- Hand-held two way radios
- Tables and chairs
- Office Supplies –pens, paper, clipboards, release forms, etc.
- Student Lists
- Flashlights
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log

### **3.10 Fire Suppression/Hazmat Team**

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with Operations. Team members complete the Damage Assessment Report Forms. Operating a fire extinguisher is covered in STEPS 201, available on the Learning Zone.

#### **Assignments**

Fire Suppression and HazMat Team Leader: PAYTON, GEOFFREY

Alternate Team Leader: CANCHOLA, JOSEPH

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: CONFERENCE ROOM

Outside: EMRGENCY BIN

#### **Fire Suppression and HazMat Team Leader**

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms from the Team Members and having forms readily available to Operations.

#### **Fire Suppression and HazMat Team Members**

### 3. Incident Command System

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The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Evaluating potential release of chemicals
- Identifying damaged areas on the Damage Assessment Report Form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
  1. Class A, B or C for ordinary combustibles
  2. Class B or C for fires involving flammable liquids
  3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

#### Supplies and Equipment for the Fire Suppression and HazMat Team

- Vest or position identifier
- Hard Hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two way radios
- Master keys on lanyard
- Clipboard with job duties and Damage Assessment Forms
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools.
- Site maps

#### **3.11 Documentation/Communications Position**

The Documentation/ Communications Position works under the Planning and Intelligence Section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

#### **Assignments**

Documentation Staff Member: PADILLA, BLANCA

Alternate Documentation Staff Member: ARTEAGA, ALMA

### 3. Incident Command System

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#### Assembly Location

The Documentation/Communication Staff Member will report to the Command Post.

#### **Roles and Responsibilities**

The Documentation/Communication Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section for status updates.
- Documenting all communications with the Local District Operations Center (LDOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.
- The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:
  - Listening to District AM/FM/Ham radios for information.
  - Send Blackboard Connect messages to students and staff
  - Send updates on Twitter, Face book and other internet accounts
  - Monitor other forms of social media communication (Twitter, etc)
  - Updating site maps as reports and other information are received.
  - Preserving maps as legal document.
  - Using area-wide map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
  - Developing situation reports for the Incident Command Team.

#### **Supplies and Equipment for the Documentation Position**

- Hand-held radios
- File boxes
- Paper, pens
- AM-FM battery radios/Portable TV
- Damage Assessment Reports
- Maps of event by the hour

#### **Supplies and Equipment**

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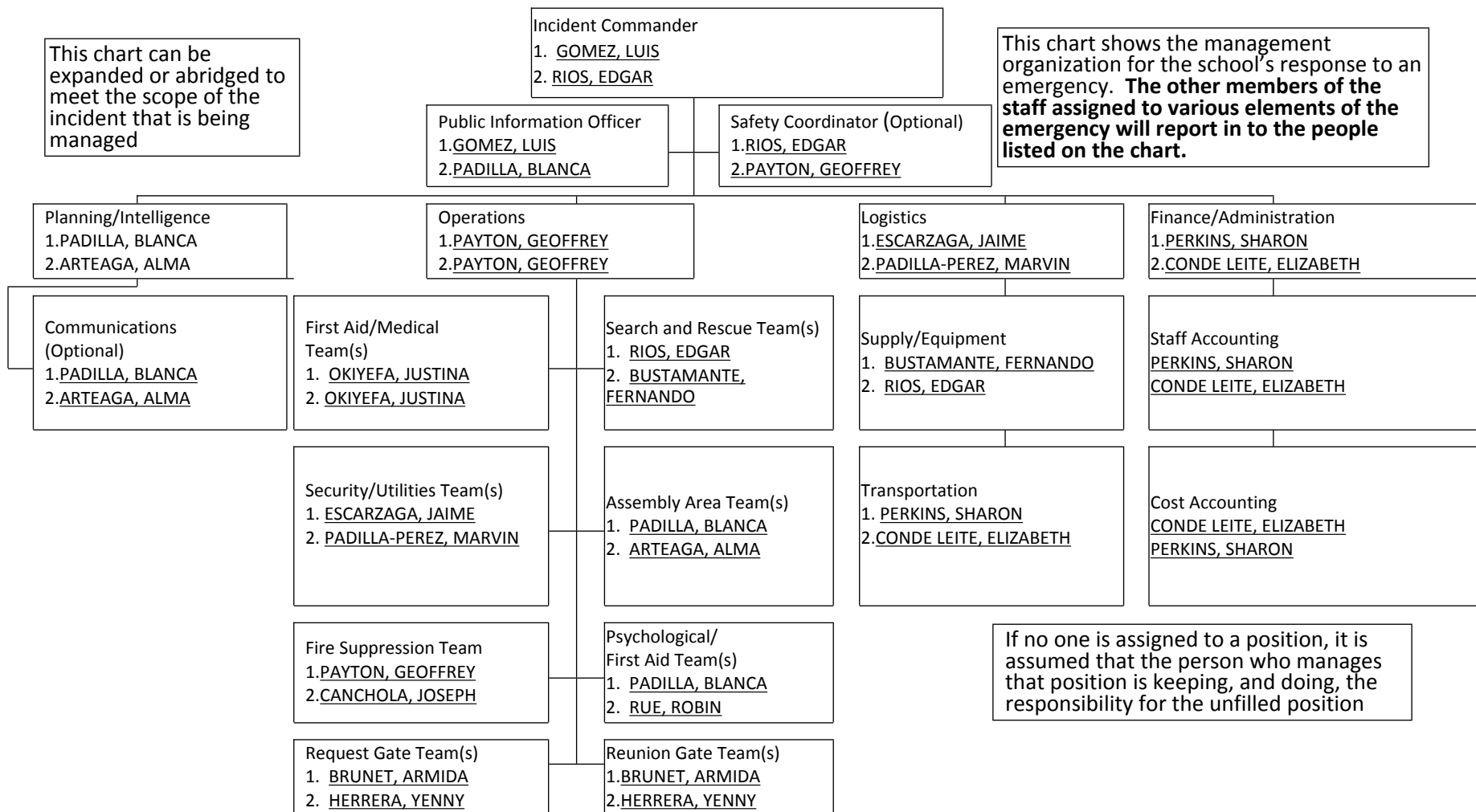
### 3. Incident Command System

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7. Hand-held radios
8. Info/access to Blackboard Connect, internet, cell phones, etc
9. AM-FM battery radios / portable TV
10. Paper, pens, dry-erase pens
11. File box(es)
12. Large site map of campus, laminated or covered with plastic
13. Map of county or local area

### 3.13 School ICS Team Leads Chart

#### ORCHARD ACADEMIES 2B EMERGENCY MANAGEMENT ORGANIZATION CHART



The Incident Command System

*Note: This Organization Chart is based on ICS, and adapted for LAUSD use. The Principal and School Safety Committee should use discretion in making further Modifications to address specific needs of the school. The first name in the box represents the primary responsible person; the second name denotes the backup.*

## 3. Incident Command System

**3.14 School Site Crisis Team Chart**

This chart provides examples of crisis team positions, roles and responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
<b>Incident Commander</b>	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	GOMEZ, LUIS	RIOS, EDGAR
<b>Crisis Team Leader</b>	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	PADILLA, BLANCA	GOMEZ, LUIS
<b>Public Information Officer (PIO)</b>	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	GOMEZ, LUIS	PADILLA, BLANCA
<b>Psychological First Aid</b>	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	PADILLA, BLANCA	RUE, ROBIN
<b>First Aid/Medical</b>	Ensures that first aid supplies are available and performs medical first aid/triage.	OKIYEFA, JUSTINA	OKIYEFA, JUSTINA
<b>Security</b>	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	ESCARZAGA, JAIME	PADILLA-PEREZ, MARVIN
<b>Request Gate</b>	Processes requests for student pick-up.	BRUNET, ARMIDA	HERRERA, YENNY
<b>Reunion Gate</b>	Reunites students and parents at Reunion Gate.	BRUNET, ARMIDA	HERRERA, YENNY
<b>Logistics</b>	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	ESCARZAGA, JAIME	PADILLA-PEREZ, MARVIN
<b>Communications</b>	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information.	PADILLA, BLANCA	ARTEAGA, ALMA

**\*The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

## 3. Incident Command System

**3.15 School Site Suicide/Threat Risk Assessment Team Chart**

This chart identifies the three members of the suicide/threat risk assessment team and their responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
<b>Administrator</b> (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals and safety planning.	GOMEZ, LUIS	RIOS, EDGAR
<b>Mental Health Professional</b> (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Brings mental health and trauma expertise in working with students & families.	PADILLA, BLANCA  (Student Suicide/Threat Risk Assessment)	ESPARZA, MARCELA  (Student Suicide/Threat Risk Assessment)
		GOMEZ, LUIS  (Adult Workplace Violence Risk Assessment)	GOMEZ, LUIS (Adult Workplace Violence Risk Assessment)
<b>Law Enforcement</b> (Los Angeles School Police Officer-resident or patrol officer; Los Angeles Police Department; LA County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	Centeno	Centeno



## 3. Incident Command System

**3.16 School Emergency Contacts Chart**

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and employees in the event of an emergency:

<b>Title/Role</b>	<b>Name</b>	<b>Work Number</b>
<b>Principal</b>	GOMEZ, LUIS	
<b>Assistant Principal 1</b>	PADILLA, BLANCA	
<b>Assistant Principal 2</b>		
<b>Assistant Principal 3</b>		
<b>Assistant Principal 4</b>		
<b>Administrator Assistant</b>	PERKINS, SHARON	
<b>Cafeteria Manager</b>	JUAREZ, ELENA	
<b>Financial Manager</b>	PERKINS, SHARON	
<b>Plant Manager</b>	ESCARZAGA, JAIME	
<b>Custodian</b>	PADILLA-PEREZ, MARVIN	
<b>Custodian Closest to Site</b>	ESCARZAGA, JAIME	
<b>First Person on Campus in AM</b>	PADILLA, BLANCA	
<b>Last Person on Campus in PM</b>	GOMEZ, LUIS	

## 3. Incident Command System

<b>Title/Role</b>	<b>Name</b>
<b>Search and Rescue Team 1</b>	
Team leader	RIOS, EDGAR
Member 2/Alternate Leader	BUSTAMANTE, FERNANDO
Member 3	VILLA, UBALDO
Member 4	PAYTON, GEOFFREY
<b>Search and Rescue Team 2</b>	
Team leader	CANCHOLA, JOSEPH
Member 2/Alternate Leader	ARTEAGA, ALMA
Member 3	COLIN, LIZZETTE
Member 4	DRUGGE, BRETT
<b>Search and Rescue Team 3</b>	
Team leader	
Member 2/Alternate Leader	
Member 3	
Member 4	
<b>Search and Rescue Team 4</b>	
Team leader	
Member 2/Alternate Leader	
Member 3	
Member 4	
<b>Security / Utilities Team</b>	
Team leader	ESCARZAGA, JAIME
Member 2/Alternate Leader	PADILLA-PEREZ, MARVIN
Member 3	
Member 4	
<b>First Aid / Medical Team</b>	
Team leader	OKIYEFA, JUSTINA
Member 2/Alternate Leader	OKIYEFA, JUSTINA
Member 3	
Member 4	
<b>Assembly Area Team</b>	
Team leader	PADILLA, BLANCA
Member 2/Alternate Leader	ARTEAGA, ALMA
Member 3	
Member 4	
<b>Fire Suppression / HazMat Team</b>	

## 3. Incident Command System

<b>Team leader</b>	PAYTON, GEOFFREY
<b>Member 2/Alternate Leader</b>	CANCHOLA, JOSEPH
<b>Member 3</b>	
<b>Member 4</b>	
<b>Psychological First Aid/Crisis Team</b>	
<b>Team leader</b>	PADILLA, BLANCA
<b>Member 2/Alternate Leader</b>	RUE, ROBIN
<b>Member 3</b>	
<b>Member 4</b>	
<b>Supply / Equipment Team</b>	
<b>Team leader</b>	BUSTAMANTE, FERNANDO
<b>Member 2/Alternate Leader</b>	RIOS, EDGAR
<b>Member 3</b>	
<b>Member 4</b>	
<b>Request Gate Teams</b>	
<b>Team leader</b>	BRUNET, ARMIDA
<b>Member 2/Alternate Leader</b>	HERRERA, YENNY
<b>Member 3</b>	
<b>Member 4</b>	
<b>Reunion Gate Teams</b>	
<b>Team leader</b>	BRUNET, ARMIDA
<b>Member 2/Alternate Leader</b>	HERRERA, YENNY
<b>Member 3</b>	
<b>Member 4</b>	
<b>Documentation / Communication</b>	
<b>Team leader</b>	PADILLA, BLANCA
<b>Member 2/Alternate Leader</b>	ARTEAGA, ALMA
<b>Transportation</b>	
<b>Team leader</b>	PERKINS, SHARON
<b>Member 2/Alternate Leader</b>	CONDE LEITE, ELIZABETH
<b>Administrative Search Coordinator</b>	
<b>Team leader</b>	
<b>Member 2/Alternate Leader</b>	
<b>Manager of School Emergency Response Box</b>	
<b>Team leader</b>	GOMEZ, LUIS
<b>Member 2/Alternate Leader</b>	ESCARZAGA, JAIME

## 4. Training and Exercises

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# 4. Training and Exercises

## 4.1 District Documents Concerning Emergencies

LAUSD documents relevant to school emergencies can be found on the [“LAUSD Emergency Documents”](#) page of the Emergency Services website.

## 4.2 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment at school. Emergency supplies will be maintained in each classroom and in a centralized location: [indicate location]

Emergency supply checklists are found in the appendices and the [Emergency Supply Reference Guide](#).

## 4.3 Training and Exercises

The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff members, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level(s). Exercises may range from basic fire and shelter-in-place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

## 4.4 Emergency Drills

In order to be adequately prepared, emergency drills should be executed and documented at <http://emergencydrills.lausd.net>. Training for all emergency procedures can be found through the STEPS program on the Learning Zone. The [LAUSD Emergency Drills and Procedures Reference Guide](#) has more information on emergency response actions and required emergency drills. Four types of emergency drills are required as indicated in the table below, along with the required frequencies by school level.

## 4. Training and Exercises

**Drill Frequency Table:**

<b>DRILL TYPE</b>	<b>ELEMENTARY</b>	<b>MIDDLE</b>	<b>SENIOR HIGH AND ADULT</b>
<b><i>Fire</i></b>	First week of school until proficient, then once per month, including summer school.	First week of school until proficient, then once per month, including summer school.	First week of school until proficient, then once per semester, including summer school.
<b><i>Earthquake (Drop/Cover/Hold On)</i></b>	Each month and summer school.	Each month and summer school.	Each month and summer school.
<b><i>Take Cover or "Drop"</i></b>	Review* once per semester, including summer school.	Review* once per semester, including summer school.	Review* once per semester, including summer school.
<b><i>Lockdown/ Shelter-in-Place</i></b>	Review* once per semester, including summer school.	Review* once per semester, including summer school.	Review* once per semester, including summer school.

**4.4.1 Fire Drill**

Signal: (Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

Fire Drill Procedures:

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area.
7. Take attendance.
8. Wait for the "all clear" signal – one long, steady bell – then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

## 4. Training and Exercises

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### 4.4.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal: The signal for the drill is the following PA announcement.

“Your attention, please. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should follow drop, cover and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”

#### Earthquake Drill Procedures

1. Initiate the DROP, COVER and HOLD ON action as described in Section 4.0.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.
5. Place head as far as is possible between knees; cover crown of the head with hands.
6. Stay in this position until shaking stops.
7. Teachers will direct students to return to their seats.

After an earthquake, students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

### 4.4.3 Lockdown Drill

Signal: The signal for the drill is the following PA announcement.

“Your attention please. There is a threat to your safety near the school. For everyone’s protection, all students should go into to the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions.”

#### Lockdown Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym, auditorium or multi-purpose room.
3. Move students to the most protected areas in the room and lock the door.
4. Have students face away from windows and keep their backs toward windows.
5. Close and lock all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades

#### 4. Training and Exercises

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6. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.

##### **4.4.4 Shelter-In-Place Drill**

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside.

Signal: The signal for the “Shelter-In-Place” drill is the following PA announcement:

“Your attention, please. Because we have received information regarding a hazard in the community, we are instituting shelter-in-place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

##### Shelter-in-Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym, auditorium, or multi-purpose room.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Cover any vents or holes with posters, paper or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
8. Turn off HVAC and cover vents.

## 5. Authorities and References

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## 5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

### 5.1 Legal Requirements

**California Senate Bill 187 (1997)** - Requires a comprehensive school safety plan with identified appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, update the plan annually, and adopt emergency procedures and policies.

**California Education Code Section 32282** - Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff in the drop procedures.

**California Education Code Section 35295-35297** - Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

**California Education Code Section 35294.1** - School safety plans may include an action plan with input from law enforcement, and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

**California Code of Regulations 560** - School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

### 5.2 Other Related Laws

**California Education Code 32040** - Requires each school to have a first aid kit.

**California Government Code 3100 (Disaster Service Workers' Act)** - All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor, or proclaimed by the Mayor.

**California Field Act of 1933** – Specifies stricter building codes for and more frequent inspections of public school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.



5. Authorities and References

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***No Child Left Behind (NCLB) Act of 2001 Title IV Part A (Safe and Drug Free Schools & Gun Free Requirements)*** – Provides funding for schools to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment.

***California Code of Regulations Title 8 Section 3221*** - sets forth the procedures for Fire Protection Systems.

***California Education Code 3200*** - Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

LAUSD policies and guidance documents regarding emergencies can be found at <http://achieve.lausd.net/Page/2649>.

## 6. Functional Annexes

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# 6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively. Multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

Note: Only the Superintendent of the School District has the authority to cancel or close any LAUSD school.

Training for all emergency procedures can be found through the STEPS program on the Learning Zone. The [LAUSD Emergency Drills and Procedures Reference Guide](#) contains detailed information on emergency response actions and required emergency drills.

## 6.1 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander's Office at (213) 625-6631
- Local District Operations
- BlackBoard Connect messages to parents and/or staff
- ISTAR incident report

## 6.2 Accounting for all Persons

This action is taken to account for the whereabouts and wellbeing of all students, staff members and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors, during a lockdown, shelter-in-place, or other emergency where everyone is inside. Methods may include MISIS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

## 6. Functional Annexes

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### Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Leader.
3. The Assembly Area Team leader will compile a master accounting of all persons on campus, and make reports available to the Operations Section Chief and Incident Commander.

### 6.3 All Clear

This action is taken to notify staff and students that normal school operations can resume.

#### All Clear Procedures

1. The Incident Commander (principal) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. "Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation".
2. The Incident Commander will convene the school Psychological First Aid/Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. The Incident Commander will complete an iSTAR report to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

### 6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris, and is commonly used during an earthquake or explosion.

#### Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention please. We are having an earthquake. Drop, cover and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions."

## 6. Functional Annexes

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2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Online training about earthquakes is available on the Learning Zone in courses STEPS 202 and 402.

### 6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold on), or any emergency where the building and its contents are perceived to be a threat to student safety.

#### Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing students on the Missing Persons Report
5. Once assembled, teachers and students will stay in place until further instructions are given.
6. The Incident Commander will make appropriate notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

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Online training that includes building evacuation is available on the Learning Zone in courses STEPS 201 and STEPS 401. Fire alarm system training is available on the Learning Zone in STEPS course 418.

### 6.6 Lockdown

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 a lockdown, students are to remain in the locked classrooms or designated safe locations at all times.

#### Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom."
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal 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.
6. The Incident Commander will call the Los Angeles School Police Department Watch Commander's Office (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Supplemental online lockdown training courses STEPS 203, 302, and 403 is offered through the Learning Zone.

Details are available in the [LAUSD Lockdown and Rapid Relocation Procedures for All Schools Bulletin](#).

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### 6.7 Psychological Trauma/School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

As a result of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on the Learning Zone in courses STEPS 207 and 409.

#### **OTHER IMPORTANT DEFINITIONS**

##### **Trauma**

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

##### **Psychological First Aid (PFA)**

PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

#### **MULTI-TIERED CRISIS RESPONSE TEAM MODEL**

There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the local district, District office, or a combination thereof (see Attachment A, Multi-Tiered Crisis Response Flow Chart).

##### **A. Tier I: School Site Crisis Response**

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team

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determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

### B. Tier II: Local District Crisis Response

The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

### C. Tier III: District Office Crisis Response

In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

## Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the Psychological First Aid/Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator, and request additional resources as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open or update an iSTAR report on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

## School Site Crisis Response

The following are general preparedness, response and recovery protocols for the administrator/ designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

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### A. Preparedness

#### 1. Establish a school site crisis team.

School site crisis team members should be comprised of school staff, such as administrators and out-of-classroom support staff. School site crisis team composition will vary by school and must be staffed by District personnel only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.

#### 2. Schedule regular school site crisis team meetings.

School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:

- a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
- b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
- c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan.
- d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact LD Operations administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
- e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
- f. Identify school and community-based resources.

### B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site.

#### 1. Ensure Campus/Office Safety

- a. Call 911 for immediate, emergency life threatening situations.
- b. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
- c. Secure site and implement lockdown, if necessary.
- d. Activate the ICS team, as needed.
- e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.



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### 2. Determine Facts

Consider some of the following questions when gathering information to determine the appropriate response for the situation:

- a. What happened?
- b. Who was involved?
- c. How were they involved?
- d. How did it happen?
- e. Where and when did it happen?
- f. What caused the crisis?
- g. What is the condition of those involved?
- h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?

### 3. Notify

- a. LD Operations administration as soon as feasible.
- b. Administrator/designee of co-located schools.
- c. Administrator/designee of other school sites that could be affected by the crisis.
- d. Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant LAUSD offices).
- e. Document the incident in the Incident System Tracking Accountability Report (iSTAR) as soon as practical, and update as necessary.

### 4. Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:

- a. Type of incident
- b. Number of students and staff that might be affected
- c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
- d. Physical proximity to the crisis incident
- e. History of other crises at the school or for those involved in the current crisis
- f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
- g. School and community resources available

### 5. Develop Action Plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

A description of action is available at <http://ccis.lausd.net>, under Crisis Response.

Actions may include:

- Communication
- Logistics/Operations

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- Psychological Triage/Crisis Counseling
- Incident Debriefing
- Documentation
- Important Considerations
- Recommendations for Short and Long-Term Recovery

The Crisis Team will provide on-going assessment of needs and follow-up services as required.

### **Psychological First Aid: Responding to Crisis Incidents**

For a PFA handout in English and Spanish, visit <http://ccis.lausd.net> under Crisis Response.

1. LISTEN to what they say and how they act.
  - Address the feeling(s)/behavior(s) as soon as possible.
  - If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
  - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
  - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. PROTECT by maintaining structure, stability, and consistency.
  - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
  - Provide supervision and consistency to encourage successful outcomes.
  - Give information that is accurate and age-appropriate.
  - Keep the environment free of anything that could re-traumatize the student.
  - Validate the student's life experience.
  - Maintain confidentiality as appropriate.
3. CONNECT through interaction, activities and resources.
  - "Check in" with student(s) on a regular basis.
  - Become familiar with learning support staff at your school (Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
  - Encourage interactions, activities, team projects with friends and teachers.
  - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).

Note: Consult with DCFS if you suspect child abuse and/or neglect.
4. MODEL calm and optimistic behavior.
  - Model healthy responses by remaining calm, courteous, organized and helpful.
  - Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.

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- Take constructive actions to assure safety.
  - Monitor conversations that students may engage in or hear.
  - Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
  - Practice self-care.
5. TEACH about normal changes that can occur when traumatized.
- Student(s) may have different reactions even to the same event.
  - Encourage students to identify and use positive coping strategies to help them after the event.
  - Help your students to problem solve to get through each day successfully.
  - Help students set small “doable” goals and share in these achievements as “wins.”
  - Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

### 6.8 Relocation (Off-Site Evacuation)

This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required, such as during a tsunami or large hazardous materials release.

#### Relocation Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”
2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in the Safe School Plan. Teachers and students will stay together during the evacuation.
3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.

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7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 6.9 Reunification

Student reunification is implemented to reunite students with their families after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

#### Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the Psychological First Aid Team may be asked to assist the Reunion Gate Team. In the event that a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

### 6.10 Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air, inclement weather, or other hazards. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that a shelter-in-place may involve the shutdown of heating and air conditioning (HVAC) systems, and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

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### Shelter-in-Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We are implementing a Shelter-in-Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you".
2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Online training about shelter in place is available on the Learning Zone in courses STEPS 204 and 404.

### 6.11 Suicide Risk and Self-Injurious Behavior

#### Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

**For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3841 Monday-Friday (8:00am-4:30pm). After hours, contact the Los Angeles School Police Department at (213) 625-6631.**

#### A. Respond Immediately

1. Report concerns or incidents to the administrator/designee immediately or as soon as possible. Make direct contact with the administrator/designee. For example, do not wait

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until the end of the day or leave a note, send an e-mail, or leave a voicemail without ensuring that the message was received.

2. Supervise the student at all times. Ensure that any student sent to the office for assessment is accompanied by a staff member, not a student.

### **B. Secure the Safety of the Student**

1. For immediate, emergency life threatening situations call 911.
2. Supervise student at all times.
3. If appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills.
4. If a student is agitated, unable to be contained or there is a need for immediate assistance, contact the LASPD at (213) 625-6631 or the local law enforcement agency the Los Angeles County Department of Mental Health at (800) 854-7771.
5. District employees should not transport students. This does not pertain to LASPD officers.
6. If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact LASPD or local law enforcement to conduct a welfare check to determine the safety and well-being of the student.

### **C. Assess for Suicide Risk**

1. The administrator/designee or designated school site crisis team member should gather essential background information that will help with assessing the student's risk for suicide.
2. The administrator/designee or the designated school site crisis team member should meet with the student to complete a risk assessment using the Suicide Risk Assessment Checklist (Attachment B) as a guide to determine the level of suicide risk.
3. If the assessing party makes phone calls for consultation, these should be made in a confidential setting and not in the presence of the student concern. The student should be supervised at all times by another designated staff member.

### **D. Communicate with Parent/Guardian**

The administrator/designee or designated school site crisis team member should contact the parent/guardian or consult the emergency card for an appropriate third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for safety in the home.
2. If the student is transported to the hospital, communicate a plan for re-entry (Attachment E). Complete and provide parent/guardian with Return to School Information for Parent/Guardian (Attachment I), which outlines steps to facilitate a positive transition back to school.
3. Provide school and/or local community mental health resources, including the nearest SMH Clinic or District Wellness Center. Students with private health insurance should be referred to their provider.
4. Facilitate contact with community agencies and follow-up to ensure access to services.

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5. Provide Suicide Prevention Awareness for Parents/Caregivers (Attachment M) or Self-Injury Awareness for Parents/Caregivers (Attachment N)
6. Obtain parent/guardian permission to release and exchange information with community agency staff using Parent/Guardian Authorization for Release/Exchange of Information (Attachment F)

### **E. Determine Appropriate Action Plan**

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. - Suicide Risk Assessment Levels, Warning Signs & Action Plan Options. Action items should be based upon the severity and risk of suicide. There are circumstances that might increase a student's suicide risk. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or sexual orientation/gender bias (see Section VIII-Responding to Students Who May Be Lesbian, Gay Bisexual, Transgender, Queer/Questioning). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

#### 1. Develop a safety plan.

A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis.

- a. Throughout the safety planning process, the likelihood of the student implementing the steps should be assessed and potential obstacles should be identified. A collaborative problem solving approach should be used to address any potential barriers to the student utilizing the safety plan.
- b. If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuum of care and revised as needed.

#### 2. Follow student re-entry guidelines.

See Student Re-entry Guidelines for a checklist of action items to consider and Sign-in Sheet Template for Meeting to document participation in any re-entry or safety planning meeting.

- a. A student returning to school following psychiatric evaluation or hospitalization, including psychiatric and drug/alcohol inpatient treatment, must have written permission by a licensed California health care provider to attend school
- b. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition.
- c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577.1 Counseling and Educationally Related Intensive Counseling Services (ERICs) for Students with Disabilities).

#### 3. Mobilize a support system and provide resources.

- a. Connect student and family with social, school and community supports.

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- b. For mental/physical health services, refer the student to School Mental Health, the nearest Wellness Center, a community resource provider, or their health care provider.
4. Monitor and manage.
- a. The administrator/designee should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
  - b. Maintain consistent communication with appropriate parties on a need to know basis.
  - c. If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed. See BUL-1347.3 - Child Abuse and Neglect Reporting Requirements.

### F. Important Considerations

1. When Certificated Staff Accompany a Student to the Hospital  
If PMRT or law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:
  - a. The student requests the presence of a staff member.
  - b. The school is unable to make contact with the parent/guardian
  - c. Parent/guardian is unavailable to meet the student at the hospital.
  - d. Deemed appropriate pursuant to circumstances, such as age, development level, or pertinent historical student information.
2. Providing Information for a Psychiatric Evaluation  
If the student will be transported, the assessing party should complete Summary of Relevant Student Information –, indicating summary of incident and pertinent historical information. This document should be provided to PMRT or law enforcement prior to transporting to an emergency hospital

### G. Document All Actions

1. The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report and Risk Assessment Referral Data (RARD) in iSTAR.
2. When documenting in iSTAR, include the 10-digit student identification number for the student in the Persons Involved tab. Any previous reports involving the student entered will be displayed in this tab, which may influence additional safety and action planning.
3. If the student is assessed by a member of the crisis response team who does not have reporting access to iSTAR, the crisis team member should complete the paper RARD and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should no longer be mailed to School Mental Health.
4. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.



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5. If a student for whom a RARD has been completed transfers to a school within or outside the District, the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition. To ensure a continuum of care within the District, a safety plan with the news school's crisis team should be developed.

### Procedures for Responding to Students who Self-Injure

Self-injury is the act of deliberately harming one's own body, such as cutting or burning oneself. Although self-injury often lacks suicidal intent, youth who self-injure are more likely to attempt suicide. Therefore, it is important to assess students who cut or exhibit other types of self-injurious behaviors for suicidal ideation.

#### A. Warning Signs of Self-Injury

- Frequent or unexplained bruises, scars, cuts or burns.
- Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtle necks, especially in hot weather; bracelets to cover the wrists; not wanting to change for Physical Education).
- Possession of sharp implements (e.g., razor blades, shards of glass, thumb tacks).
- Evidence of self-injury (e.g., journals, drawings, social networking sites).

#### B. Protocol for Responding Self-Injury Procedures

1. Respond immediately or as soon as possible.
2. Supervise the student.
3. Conduct an administrative search of student for access to means
4. Assess for suicide risk using the protocol outlined in Section IV of BUL 2637.2
5. Communicate with and involve the parent/guardian, even if the student is not suicidal, so the behavior may be addressed as soon as possible. Provide the handout Self-Injury and Youth - General Guidelines for Parents (Attachment N). For handouts in additional languages, visit <http://suicideprevention.lausd.net>.
6. Encourage appropriate coping and problem-solving skills; do not discourage self-injury.
7. Listen with calm and caring; reacting in an angry or shocked manner or using punishment may inadvertently increase self-injurious behaviors.
8. Develop a safety plan with the student
9. Provide resources
10. Document all actions in the RARD tab on the iSTAR report. Include student identification number in the Persons Involved tab of iSTAR.

#### C. Self-Injury and Contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

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1. Respond immediately or as soon as possible.
2. Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.
3. As students are identified, they should be supervised in separate locations.
4. Each student should be assessed for suicide risk individually using the protocol outlined in Section IV of BUL 2637.2.
5. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have encouraged the behaviors of others. This behavior may be indicative of more complex mental health issues for this particular student.

### **D. Other Considerations for Response to Self-Injury and Contagion**

The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

1. Self-injury should be addressed with students individually and never in group settings, such as student assemblies, public announcements, school newspapers, or the classroom.
2. When self-injurious behaviors are impacting a larger school community, schools may respond by inviting parent(s)/guardian(s) to an information parent meeting at the school. Considerations should be made for supervising students and children during this time. The meeting should be reserved for parent(s)/guardian(s) only.
3. Consult and work with the LAUSD Office of Communications (213) 241-6766 for dissemination of information, as needed.

## 6.12 Threat to Others

**For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3841 Monday-Friday (8:00am-4:30pm). After hours, contact the Los Angeles School Police Department at (213) 625-6631.**

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's [Threat Assessment and Management \(Student-to-Student, Student-to-Adult\)](#) and [Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) bulletins. Online training about threats is available on the Learning Zone in courses STEPS 208 and 408.

### **Protocol for Responding to School Violence and Threats**

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within

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the District's jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

### A. Secure Campus/Office Safety

1. Call 911 for immediate, emergency life threatening situations.
2. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
3. Secure site and/or implement lockdown, if necessary.
4. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization (see Section III, H3).
5. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

### B. Notify

1. LD Operations staff.
2. Other offices, as appropriate (see Attachment H, Resource List).
3. Document the incident in the Incident System Tracking Accountability Report (iSTAR).

### C. Investigate

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:

1. Student information (e.g., name, date of birth, address)
2. Emergency information (e.g., family contact, health care provider information)
3. Attendance records
4. Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
5. Student discipline records, including any history or discipline related to the incident
6. Student health information, including self-injurious behavior and/or suicidal ideation
7. Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
8. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
9. Statements from witnesses (e.g., students, teachers, other staff)
10. Family situation information
11. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
12. Access to weapons
13. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

*The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.*

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### D. Convene a Threat Assessment Team

The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor). The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting.

Critical roles of effective teams include:

- Communication among all key stakeholders. The administrator/designee shall coordinate and document all actions.
- Collaboration with other professionals across institutional boundaries, including local law enforcement, community mental health agencies, child protective services, and probation.
- Coordination of services for prevention, early identification, and interventions.
- Sharing of confidential information shall be restricted to those persons with a need to know basis. Information must not be discussed or divulged concerning any involved parties to any other person(s).
- Consultation with other resources may include: LD Administrator of Operations, LD Operations Coordinators; Office of General Counsel; Educational Equity Compliance Office; Crisis Counseling and Intervention Services; Human Relations, Diversity and Equity; Division of Special Education; Behavior Support Unit; and Student Discipline, Expulsion and Support Unit.

### E. Assess for Risk to Self or Others

1. The administrator /designee or the designated school site threat assessment team member will meet with the student to complete a risk assessment using the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist. The questions should not be read to the student, but rather should be used as a guide while assessing the student.
2. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist, as needed:
  - **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
  - **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
  - **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

### F. Suspected Child Abuse

If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency following

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the District's *Child Abuse and Reporting Requirements* policy. This report should include information about the student's suicide risk.

### G. Determine Appropriate Action Plan

Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

1. Contact with and/or apprehension of student(s) who initiated the threat.
2. Removal of student from premises.
3. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
4. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
5. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. Design support system for the targeted individual and/or student who initiated threat, if appropriate.
7. Obtain a restraining order, when appropriate.
8. Monitor progress toward reestablishing school safety.

### H. Additional Actions

Additional interventions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)
  - a. Call Los Angeles School Police Department or local law enforcement.
  - b. Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event.
  - c. Notify the LD Operations staff and Student Discipline and Expulsion Support Unit.
2. Disciplinary Action
  - a. Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.
  - b. If the student has an IEP, consult the appropriate staff from the Division of Special Education.
  - c. Notify the LD Operations staff.
3. Mental Health Evaluation
  - a. While in school or at a school-sponsored activity, students who present with severe mental health/behavior issues, such as depression, homicidal or suicidal ideation, should be addressed by an administrator/designee to discuss any concerns for their safety and health/mental health well-being.

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- 1) Determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be high risk, secure emergency services by calling 911, Los Angeles County Department of Mental Health ACCESS (800) 854-7771, and/or School Police (213) 625-6631.
  - 2) Supervise and monitor the student until appropriate assistance arrives.
  - 3) Non-law enforcement District employees should not transport students exhibiting the behaviors noted above.
- b. Contact law enforcement to conduct a welfare check, as appropriate.

### I. Student Re-entry Guidelines

1. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider to attend school (see Medical Clearance for Return to School).
2. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition. See Student Re-entry Guidelines for a checklist of action items to consider.
3. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program (see REF-5578.0 *Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities*, October 17, 2011).
4. If the student is transferred to another school or location, the site administrator/designee should communicate with the receiving school to assist with the transition and ensure continued support services for the student. See Student Re-entry Guidelines for a checklist of action items to consider.

### J. Provide Resources (see Resource List)

1. For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.
2. For students who pose a risk to themselves, provide the 24/7 Suicide Prevention Crisis Line (877) 727-4747.

### K. Monitor and Manage

1. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
2. Maintain consistent communication with appropriate parties on a need to know basis.
3. Update iSTAR, as needed.

### L. Document All Actions

1. Each administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report in the iSTAR.
2. The administrator/designee notes taken during the threat assessment meeting are for use by Los Angeles Unified School District attorneys. No copies of the notes shall be

## 6. Functional Annexes

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furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Attachment G, Inter-office Correspondence, may be used to document notes during a threat assessment meeting.

3. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

## 7. Threat and Hazard-Specific Annexes

# 7. Threat and Hazard-Specific Annexes

The threat- and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a functional annex need not be repeated in a threat- or hazard-specific annex. Develop these based on the prioritized list of threats and hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific threats hazards.

## 7.1 Active Shooter/Gunfire

More information is available in the [LAUSD Lockdown and Rapid Relocation Procedures for all Schools Bulletin](#). If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

### 7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a Lockdown, the recommended appropriate Immediate Response Action.
3. The School Incident Commander will call 911 and School Police (213) 625-6631, and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Leader will:

- Notify the LD Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Blackboard Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.



## 7. Threat and Hazard-Specific Annexes

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The Operations Team Leader will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

### 7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
  - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
  - Inform the LASPD Watch Commander (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
  - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
  - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
  - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
  - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
  - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
  - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
  - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
  - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
  - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

## 7. Threat and Hazard-Specific Annexes

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- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
  - Maintain a perimeter at the offsite relocation point between the school population and others.
  - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Local District Operations Coordinator will:
    - Connect with the School Incident Commander in person, by phone or radio and provide resources from the LD that might include the following:
      - Dispatch the LD Crisis Team to the school relocation point.
      - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
      - Send out a Blackboard Connect message to parents from the LD office with additional information.
      - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the LD office.
      - Assist with reunification.
  5. The First Aid/Medical Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
  6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Crisis/Psychological First Aid Team to ensure notification of parents and family members of the wounded.
  7. All media inquiries will be referred to the designated Public Information Officer.
  8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
  9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
  10. The School Incident Commander will debrief with staff and school police officers.

## 7. Threat and Hazard-Specific Annexes

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### 7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Utility Failure as needed.

#### Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure.
6. If needed, the Incident Commander will direct the Fire Suppression/HazMat Team to organize fire suppression activities for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. A LD representative will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
10. The Psychological First Aid/Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

## 7. Threat and Hazard-Specific Annexes

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### 7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

#### Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, Animal Control (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or First Aid/Medical Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Blackboard Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.4 Biochemical/Hazardous Materials

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

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### 7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.

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2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training about Shelter-in-Place is available on the Learning Zone in STEPS courses 204 and 404.

### **7.4.3 Substance Released in Surrounding Community Procedures**

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter-in-Place.
2. Follow all Shelter-in-Place procedures.
3. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
4. The Incident Commander will monitor local news for information about the incident.

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5. The school will remain in Shelter-in-Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training about Shelter-in-Place is available on the Learning Zone in STEPS courses 204 and 404.

### 7.5 Bomb Threat/Suspicious Package

Response to a bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Information is available in the [LAUSD Explosive Devices Bulletin](#).

#### 7.5.1 Bomb Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
  - Nature of threat on phone line
  - Name of school
  - Phone number of line receiving threat
  - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the call.

Bomb Threat Form Questions include:

- Where is the bomb (building, location)?
- When is it going to explode?
- What kind of bomb is it? What does it look like?
- Who set the bomb? Why was the bomb set?
- What can we do for you to keep the bomb from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
  - Gender
  - Age
  - Accent
  - Slurred/impaired speech
  - Recorded/disguised voice
  - Familiarity
  - Irrational/incoherent

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- Background Noise:
    - Office
    - Outdoors
    - Traffic
    - Other
3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
  4. If the school is directed to search for unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
  5. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
  6. No attempt should be made to investigate or examine a discovered suspicious object.
  7. The Incident Commander will notify and update parents via Blackboard Connect.
  8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
  9. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
  10. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
  11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
  12. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
  13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
  14. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.
  15. After the incident is over, the Incident Commander will complete the Bomb Threat Report.



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### 7.5.2 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

### 7.6 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

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### 7.6.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. If instructed by the bus supervisor to continue the route, the driver will:
  - If enroute to school, continue to pick up students.
  - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop.
  - If there is no responsible adult at the bus stop or it is impossible to get to school, the driver will proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, the driver is to notify the principal and remain with the children until further instructions are received from the principal or designee.
8. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
9. The driver will account for all students and staff throughout the emergency.

### 7.6.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.
2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

### 7.6.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire.
4. The driver will check for injuries and provide appropriate first aid.

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5. The driver will call 911 and School Police (213) 625-6631 and provide exact location of the bus and wait for arrival of emergency responders.
6. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
7. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
8. The principal or designee will notify and update parents via Blackboard Connect.
9. The driver will stay with the disabled bus until help arrives.
10. The driver will account for all students and staff throughout the emergency.
11. The Bus Supervisor or other authorized user will open an iSTAR report on the incident.

### 7.7 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized, and may be unlawful. Students are sometimes encouraged by protesters (in person, or via social media) to participate in a demonstration as it passes by a school. Information is available in the [LAUSD Procedures for Handling Disturbances, or Demonstration on or Adjacent to School Sites Bulletin](#).

#### Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown.
3. The Incident Commander will notify School Police (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
6. If students leave the campus, the Incident Commander, in consultation with the Security Team, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.

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8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
12. The Incident Commander should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.8 Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in the [LAUSD Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) and [Threat Assessment and Management \(Student-to-Student, Student-to-Adult\) Bulletins](#). Online training about threats is available on the Learning Zone in courses STEPS 208 and 408.

### Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police (213) 625-6631, and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect, as necessary.

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9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.9 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation; the following procedures should be implemented in response to all earthquakes, regardless of magnitude:

Online training about earthquakes is available on the Learning Zone in courses STEPS 202 and 402. Other resources are available through the Emergency Services and STEPS websites.

#### 7.9.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The First Aid/Medical Team will set up the first aid station, check for injuries and provide appropriate first aid.

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9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the LD Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. LD personnel will communicate conditions to the District's Emergency Operations Center.
12. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and LD Administrator of Operations.
13. The Incident Commander will contact the LD Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the LD Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or other authorized user to open an iSTAR report on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.9.2 Earthquake during Non-School Hours Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.  
*Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office (213) 625-6631 that you are on campus before beginning a site assessment.*
2. The Incident Commander should confer with the LD Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander and LD Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will contact staff members and parents via Blackboard Connect.
4. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and LD Administrator of Operations.

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### 7.10 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

#### 7.10.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police (213) 625- 6631 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. The LD office will call the Office of Communications with information on the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
10. The Fire Suppression/HazMat Team should attempt to suppress small fires with extinguishers, if it is safe to do so.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and LD Administrator of Operations.

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16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.10.2 Risk of Explosion on School Property Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. Staff should attempt to suppress small fires with extinguishers, if it is safe to do so.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The Incident Commander will notify and update parents via Blackboard Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to School Police and the LD Administrator of Operations.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.



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### 7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place response action.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Blackboard Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
7. The school will remain in a Shelter-in-Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. More information about radiological incidents is available on the Learning Zone in courses STEPS 205 and STEPS 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide first aid and extinguish fires. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
5. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the Safe School Plan for gas supply shut-off valve) and fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.

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9. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
10. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
11. The school will remain in Shelter-in-Place until the Los Angeles County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. Relocation may be advised by authorities.
12. The Planning and Intelligence team will complete a Damage Assessment Report and transmit it to School Police and the LD Administrator of Operations.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.11 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

#### 7.11.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on the Learning Zone in courses STEPS 201 and 401. Online training about fire alarm systems is available on the Learning Zone in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the fire. LD personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify and update parents via Blackboard Connect.

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10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-labuses to request buses for staff and student evacuation.
12. Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
13. For fires during non-school hours, the Incident Commander and the LD Administrator of Operations will determine if the school will open the following day.
14. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and LD Administrator of Operations.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.11.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. LD personnel will call the Office of Communications with information on this situation.
6. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. The Incident Commander will notify and update parents via Blackboard Connect.

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10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-labuses to request buses for staff and student evacuation.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.12 Food/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on the Learning Zone in course STEPS 416.

#### Suspected Contamination of Food or Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
  - 911
  - School Police (213) 625-6631
  - County Department of Health Services (213) 974-1234
  - Office of Environmental Health and Safety (213) 241-3199
  - Food Services Division (213) 241-2993
  - District Nursing Services (213) 202-7580
  - Local District Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The Planning and Intelligence Team Leader will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.

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9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.13 Public Health Emergency

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with District Nursing Services (213) 202-7580. Online training about public health emergencies is available on the Learning Zone in course STEPS 416.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

### Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner from the District Warehouse. Schools may not use alcohol-based hand cleaner. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Activate the School's Continuity-of-Service Plan in the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be done when those employees are absent.

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School sites are asked to cross-train on basic operations at least two people to fill in for missing co-workers.

To assist in the planning process, schools can use the Continuity of Service Form. Once the template has been filled out for all critical employees, the form should be saved and printed out to go in the Safe School Plan binder.

Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents.

Methods may include the following:

- Allowing students to take home school books and class materials
- Posting lesson on school websites with materials
- Using Blackboard Connect telephone messages to homes
- Use of KLCS Channel 58 programming
- Use of other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school

### 7.14 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet, and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

This procedure should be followed if a distant or local event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a tsunami annex in their safe school plan. All of the identified schools have been issued weather alert radios that are managed by NOAA (National Oceanic and Atmospheric Administration). Information is available in the LAUSD [NOAA Weather Radio All Hazards Alert Reference Guide](#).

### Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or Public Information Officer will monitor local news outlets for information such as evacuation notices, and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone will have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination

## 7. Threat and Hazard-Specific Annexes

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should be to land that is at least 100 feet above sea level. Stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.

4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police (213) 625-6631 and the LD Administrator of Operations and/or Operations Coordinator of the incident. LD staff will inform the Office of Communications of the situation.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

\* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

### 7.15 Utility Failure

A utility failure is a situation involving a loss of water, power or other utility on school grounds.

#### 7.15.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
4. The Incident Commander will notify the Local Maintenance Area (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or School Police (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Local Maintenance Area personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the loss of utility service.

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7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location.
8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

### 7.15.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush”. Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5 gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and both should be stored with the other emergency supplies.

If Porta-Potties are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible ones for students with specific needs. Mark at least two of the Porta-Potties for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.
3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often DWP or Maintenance and Operations will obtain bottled water for the school.



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If schools are using the emergency water, they must re-chlorinate the water 30 minutes before it is put out for consumption. Details are available in the [LAUSD School Site Emergency/Disaster Supplies Reference Guide](#).

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see the [LAUSD Procedures for Fire Protection Systems Reference Guide](#). The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- Los Angeles City Fire Department (Valley) (818) 347-1110
- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for her to use at the sink in the Health Office, or provide bottled water.

### 7.15.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building if it is dark outside. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run

## 7. Threat and Hazard-Specific Annexes

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emergency egress lighting only, and do not power other items such as elevators and air conditioning.

Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

2. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This will allow the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. In the event of a power outage, the fax line will still work and schools should keep a single line handset that can be plugged into this line during a loss of utilities. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.
3. **School Two-Way Radios** - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.

Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with school police dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools.

Cell phones, text messages, and public access communication tools can supplement two-way radio communications.

4. **Students On Ventilators** - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should contact the Office of Emergency Services.
5. **Fire Alarms And Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see [REF 1902.2 Procedures for Fire Protection Systems](#). The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be

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knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants.

The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- Los Angeles City Fire Department (Valley) (818) 347-1110
- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to insure they abided the Fire Code.

- 6 **Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from an offsite location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

Plan for a Loss of Water:

Toilets: PORTABLE TENT AND BUCKET

Drinking Water: WATER BARRELS

Food Service: CAFETERIA HAS FOOD FOR 72 HOURS

Fire Suppression System (if applicable): FIRE EXTINGUISHERS

Plan for a Loss of Electricity:

Ventilation: BACKUP UNIT

Electric Lights: BACKUP UNIT

Plan for a Loss of Natural Gas:

Food Service: DRY FOOD

Plan for a Loss of Communication:

Telephone Service: FAX LINE

Intercom: Bullhorn

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### 7.16 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in [Reference Guide School Procedures during Inclement Weather](#), [Reference Guide NOAA Public Weather Radios](#), and [Bulletin Guidelines for Preventing Heat Stress](#).

#### 7.16.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The First Aid/Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities, and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. The Incident Commander will notify and update parents via Blackboard Connect.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### 7.16.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

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- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

### **Flood/Flash Flood**

A Flash Flood may accompany rain, or may appear suddenly as a result of storm conditions elsewhere in Southern California, and may impede driving.

### **Hail**

Hail can damage buildings and equipment, possibly injure students (depending on the size of the hailstones), and may be accompanied by unusually cold weather.

### **Wind**

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles).

### **7.16.3 Funnel Clouds Procedures**

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Action, Shelter-in-Place.
2. The Incident Commander makes the following announcement over the PA system, or using an alternate method of communication: "Your attention please. We are implementing a Shelter-in-Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor with your back to the wall, and protect your head with your arms. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."
3. If inside, teachers will keep students in the classroom until further instructions are given.
4. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to

## 7. Threat and Hazard-Specific Annexes

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take roll and to notify the office the number of students in the room with them and their names.

5. The Incident Commander will notify 911 and School Police (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students, and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.16.4 Heat Procedures

The intensity of exercise activities must be limited or they must be modified whenever the Heat Index (table attached, tap paperclip to view) is above 95°. Details are available in the LAUSD [Guidelines for Preventing Heat Stress Bulletin](#). A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be obeyed.

#### Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

#### Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors when possible.

## 7. Threat and Hazard-Specific Annexes

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- Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - All current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

### 7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the [LAUSD NOAA Weather Radio All Hazard Alert Reference Guide](#) and at <http://achieve.lausd.net/noaa>

**Watch** - used when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the Safe School Plan and confirm staff assignments for emergency positions
- Review field trips and extracurricular activities
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via [www.weather.gov](http://www.weather.gov) and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

**Advisory** - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the Safe School Plan
- Check emergency supplies
- Examine extracurricular activities, field trips, and after-school programs
- Plan for modified activity schedule
- Move outdoor equipment out of harm’s way
- Monitor local weather via [www.weather.gov](http://www.weather.gov) and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a Blackboard Connect message if extracurricular activities may be impacted

**Warning** - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate Safe School Plan
- Stage emergency supplies in a location protected from weather

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- Send Blackboard Connect message and update school website and school social media accounts to notify parents
- Notify LD Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips and after-school programs if expedient to do so



8. Appendices

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# 8. Appendices

## Contacts

## 8. Appendices Maps

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### Maps

8. Appendices Maps



## 8. Appendices

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### ICS Definitions for Schools

Incident Commander – responsible for directing emergency operations

Public Information Officer (PIO) – Official spokesperson for an incident

Agency Liaison – coordinates with outside agencies

Safety Coordinator – ensures that emergency operations are conducted safely

Operations Section Chief - responsible for managing all tactical operations at an incident.

Planning Section Chief - responsible for collecting and evaluating information.

Logistics Section Chief - provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services.

Finance/Administration Section Chief - responsible for managing all financial aspects and paperwork of an incident.

Emergency Teams:

First Aid/Medical – ensures that first aid supplies are available and performs first aid/triage

Security/Utilities – ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat – extinguishes fires and evaluates chemical spills

Request Gate – processes requests for student pick-up

Reunion Gate – reunites students and parents at Reunion Gate

Search and Rescue – performs search and rescue operations

Assembly Area – ensures safe evacuation and accounting for all students, staff and visitors

Psychological First Aid/Crisis – provides psychological/emotional support for students and staff

Supply/Equipment - ensures adequate equipment and supplies

Documentation – maintains emergency log

Communication – analyzes situation and updates Incident Commander

## 8. Appendices

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### Forms



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## EMERGENCY HAZARD ASSESSMENT SUMMARY

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School	_____	Location Code	_____
Name	_____	Position	_____
Date	_____		

**On-Site Hazard:**

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

**Off-Site Hazards:**

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]



# BOMB THREAT REPORT

School \_\_\_\_\_ Location Code \_\_\_\_\_

Date of Call \_\_\_\_\_ Time of Call \_\_\_\_\_

Person Receiving Call \_\_\_\_\_

**I. REPORT OF PERSON RECEIVING CALL**

A. Ask the caller the following questions

Where is the bomb (building, location)?	
What time is it set to go off?	
What kind of bomb is it? What does it look like?	
Who set the bomb? Why was the bomb set?	
What is your name?	
How old are you?	
Where do you live?	

B. Evaluate the voice of the caller, and check the appropriate spaces below:

<input type="checkbox"/> Male	<input type="checkbox"/> Intoxicated
<input type="checkbox"/> Female	<input type="checkbox"/> Speech Impediment
<input type="checkbox"/> Child	<input type="checkbox"/> Special Ethnic Characteristics
Age (Approx.) _____	Other _____

C. Listen for any background noise. (Check appropriate spaces below, if applicable):

<input type="checkbox"/> Music	<input type="checkbox"/> Babies or children	<input type="checkbox"/> Airplane
<input type="checkbox"/> Conversation	<input type="checkbox"/> Cars/trucks	Other _____
<input type="checkbox"/> Typing	<input type="checkbox"/> Machine noise	

**II. REPORT BY PRINCIPAL**

A. The police were contacted by (Name of person) \_\_\_\_\_

Date _____	Time _____
Police personnel taking call _____	
Officer responding to call _____	

B. Was a search made for the bomb?  Yes  No

If "yes," give details regarding search \_\_\_\_\_

C. Was an evacuation conducted?  Yes  No

If "yes," indicate buildings or areas evacuated \_\_\_\_\_

D. Remarks: \_\_\_\_\_

This form shall be completed in duplicate (submit original to Educational Service Center Operations Coordinator and copy for school files).



## INJURY REPORT

School \_\_\_\_\_

Room Number \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Date \_\_\_\_\_

INJURED		
NAME	TYPE OF INJURY	LOCATION OF PERSON









## SCHOOL/SITE PRELIMINARY DAMAGE REPORT (PDR)

(Please use this form to report your status to the Educational Service Center)

School/Site:					Location Code:		
Date:		Time:		Person in Charge:			
Contact information (How the school can be reached for additional information):							
Please answer the following:							
Number of deaths	# of Students		# of Staff		None	<input type="checkbox"/>	
Number of injuries	# of Students		# of Staff		None	<input type="checkbox"/>	
How many buildings at your site are visibly damaged?							
Describe the type and extent of damage you observe:							
Summarize emergency response actions already taken:							
Do you have the following capabilities?							
Power	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Landline Phone	Contact #		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Water	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Cellular Phone	Contact #		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Natural Gas	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Two-way Radio			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Location of evacuated students							
List critical issues on site							
List other issues							
List assistance requested							



## EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then enter the data at <http://emergencydrills.lausd.net> and receive your emailed certificate.

School/Site:		Location Code:	
Name:		Position:	
E-Mail:		Date:	

*Drill Type -- Choose one*

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

1. What type of alert system did you use to alert students/staff of the drill?			
<input type="checkbox"/> Fire Alarm/Bell	<input type="checkbox"/> Voice through Intercom/PA	<input type="checkbox"/> Bull Horn	<input type="checkbox"/> Whistle
<i>(Omit #2 for Drop/Cover/Hold or Drop)</i>			
2. Time Drill Started:	<input type="checkbox"/> am <input type="checkbox"/> pm	Time Drill Completed:	<input type="checkbox"/> am <input type="checkbox"/> pm
3. Total number of staff involved in the drill activity?			
4. Total number of students involved in the drill activity?			
5. Did any students with special needs participate in the drill? If yes, about how many?			
6. Did you encounter any challenges with students with special needs? (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?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during: (Check all that apply)				
<input type="checkbox"/> Yes, during the planning of the drill	<input type="checkbox"/>	Yes, during the execution of drill.		
<input type="checkbox"/> Yes, after the drill.	<input type="checkbox"/>	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)				
<input type="checkbox"/>	Yes, our staff took supplies out of their storage area.			
<input type="checkbox"/>	Yes, our staff used the supplies during the drill.			
<input type="checkbox"/>	No, we did not use emergency supplies.			
13. Were parents notified either before or after the drill? (Y/N)	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
14. How were parents notified? (method)				
15. Did any parents participate in drill? If yes, about how many?	<input type="checkbox"/>	Yes		
16. What did parents do?				



## EMERGENCY DRILL DATA WORKSHEET (CONTINUED)

17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.					
18. Did you encounter problems with any of the following? <i>(Omit # d, e, &amp; f for Drop/Cover/Hold or Drop)</i> <i>(Omit # f for or Lockdown)</i>					
	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"/>			
19. Using a grading scale from A through F, please grade the following: <i>(Omit a, b, &amp; c for Drop/Cover/Hold or Drop)</i> <i>(Omit a for Campus Protection or Lockdown)</i>					
	A	B	C	D	F
a. Student behavior during evacuation procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Staff accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Performance of alert system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Performance of members of the school safety team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Overall student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Overall staff performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Did you debrief after the drill? (Y/N)	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
21. What were the three top lessons learned?					
22. How can this drill be improved in the future?					



## BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School \_\_\_\_\_ Location Code \_\_\_\_\_

Location of Release \_\_\_\_\_

Name \_\_\_\_\_ Position \_\_\_\_\_

Date \_\_\_\_\_

	Yes	No	Note
Have unexposed students, staff and others been evacuated from area of contamination?	<input type="checkbox"/>	<input type="checkbox"/>	
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?	<input type="checkbox"/>	<input type="checkbox"/>	
Have all students and staff been accounted for?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been cordoned off and secured?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	<input type="checkbox"/>	<input type="checkbox"/>	
Have the doors and windows to the area of contamination been closed and locked?	<input type="checkbox"/>	<input type="checkbox"/>	
Have fans and ventilators serving the area of contamination been turned off?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Comments</b>			



## SUPPLEMENTAL ATTENDANCE REPORT

**NOTE:** Used to account for anyone not found on student/staff rosters

School \_\_\_\_\_

Date \_\_\_\_\_

NAME	ID NUMBER	STATUS (CHECK ONE)	OTHER INFORMATION
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
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		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
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		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	
		<input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> LAUSD Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Other	

## 8. Appendices

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### **Assessment Checklists**

Please check the online ISSP for completed assessment checklists. They are available in the Planning view as part of Step 2.



## Comprehensive School Safety Plan

Magnolia Science Academy  
Santa Ana

Varol Gurler, Principal  
Laura Schlottman, Principal  
2840 W 1<sup>st</sup> St, Santa Ana CA 92703  
714-479-0115  
vgurler@magnoliapublicschools.org  
lbschlottman@magnoliapublicschools.org

A meeting for public input was held on November 29, 2017 at  
Magnolia Science Academy-Santa Ana

Reviewed by Law Enforcement November 30, 2017

Plan to be adopted by School Site Council

Plan to be approved by Magnolia Public Schools Board

### Committee members

Varol Gurler, Principal  
Laura Schlottman, Principal  
Bao Nguyen, Dean of Students  
Maria Rowell, Dean of Academics  
Cathy Gonzales, Teacher  
Maria Ramirez, Parent  
Mayella Salazar, Parent  
Yasemin Turkkan, Student

### **Public Inspection**

*This document is available for public inspection at Magnolia Science Academy-Santa Ana*

## **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 last year, based on [www.crimemapping.com/map/region/lapdWestValleyArea](http://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: \_\_\_\_\_

<b>A.</b>	<b>REPORTING PARTY</b>	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>B.</b>	<b>REPORT NOTIFICATION</b>	<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 ( )							
<b>C.</b>	<b>VICTIM</b>	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"/> NO	<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"/> UNK							
<b>D.</b>	<b>INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>											
		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													
<b>E.</b>	<b>INCIDENT INFORMATION</b>	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.*

### **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.

#### **Suspension (Discretionary Offenses)**



1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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. 11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.
16. 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.

17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or 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:

- i. A message, text, sound, video, or image.
- ii. 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 subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
- iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or schoolsanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) 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.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

#### **Suspension (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

### **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 Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection 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. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

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)**

#### **Expulsion (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or 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:

- i. A message, text, sound, video, or image.
- ii. 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 subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or schoolsanctioned activities.

- 4) Notwithstanding subparagraphs (1) and (2) 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.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

#### **Expulsion (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

#### **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)(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):



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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: \_\_\_\_\_

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**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:

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Where did the incident(s) occur?

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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):

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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 witha 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 Official No One Left Behind, BrightFutures4Kids' Well Program, OC Health
  - Partnership with Cal State Northridge's Art Department
  - Partnership with Girl Scouts
- 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 programs on site such as EDGE Coaching and through partnerships with Orange County Department of Education, El Dorado SELPA
- 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, MSA-SA will adopt Character Counts! framework for character education
  - During the 2017-2018 school year, MSA-SA will introduce a School Wellness Plan
  -
- 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 counseling interns
  - 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 Official No One Left Behind
  - Our After School Program
- 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-SA 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-SA 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 Supervisor help supervise students on campus throughout the day
  - Our After School Program staff members help supervise students after school
- 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
    - MSA-SA's 2<sup>nd</sup> phase of construction for our gym, eating area, and playground is set to begin in November 2017 with completing projected for Summer 2018.
  - 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.

## Multi-Tiered System of Response to Behavior

# Universal

Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infraction	Interventions
<ul style="list-style-type: none"> <li>• Invading personal space</li> <li>• Antagonizing others</li> <li>• Violation of school/class rules</li> <li>• Horseplaying</li> <li>• Violating off-limits/restricted area</li> <li>• Habitually tardy and/or not being in assigned location</li> <li>• Disrupting the learning environment/Off task</li> <li>• Littering</li> <li>• Not having proper materials, supplies, and/or equipment for class participation</li> <li>• Inappropriate use of electronic devices</li> <li>• Dress code violation</li> <li>• Inappropriate language/actions (hurtful,</li> </ul>	<p>School Wide PBIS</p> <p>Social-Emotional Learning Program</p> <p>Proactive Classroom Management</p> <p>Regular, Preemptive Communication with Families</p> <p>Classroom Incentives</p> <p>Seating, assignment, behavioral accommodations</p> <p>Conferencing with Student(s) and Parents</p> <p>Verbal correction and redirection</p> <p>Reminders, Role-Play, daily progress sheet</p> <p>Loss of Classroom Privileges</p> <p>Written and/or verbal reflection</p>

<ul style="list-style-type: none"> <li>vulgar, gossip, etc.)</li> <li>• Passive participation in hurtful acts/words against others</li> <li>• Public display of affection (holding hands, kissing, hugging, etc.)</li> <li>• Refusing to cooperate and comply with school rules/personnel</li> </ul>	
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## Selected

### Examples of Support, Removal and Administrative Responses

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

<b>Level 2 Infraction</b>	<b>Interventions</b>
<ul style="list-style-type: none"> <li>• Using/possessing tobacco and/or lighter</li> <li>• Violating traffic or safety regulations</li> <li>• Encouraging other students to violate school rules</li> <li>• Leaving school and/or school bus without permission</li> <li>• Fighting and/or arranging altercations</li> <li>• Using objects inappropriately (i.e., the use of an object to harm others or damage property)</li> <li>• Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)</li> <li>• Defacing and/or vandalism of school property</li> <li>• Plagiarism/academic dishonesty</li> <li>• Leaving school or classroom without permission (truancy)</li> <li>• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)</li> <li>• Stealing and/or possessing stolen property</li> <li>• Failure to attend to/complete assigned restorative action</li> <li>• Gambling or Extortion</li> <li>• Habitual violations of school/class rules</li> <li>• Forgery of signatures</li> <li>• Sexually explicit behavior</li> <li>• Planning and/or arranging actions with</li> </ul>	<p>Behavioral Contract</p> <p>Self- Monitoring</p> <p>School-home Communication</p> <p>Adult or Peer Mentorship</p> <p>Utilize Check-in and Check-out System</p> <p>Intensive Academic and/or Social Support</p> <p>Reflection (lunch, after school, Saturday, etc.)</p> <p>Refer Student to SSPT</p> <p>Loss of Privileges</p> <p>Counseling</p> <p>Temporary Removal from class</p> <p>Extended school day</p>

<p>malicious intent</p> <ul style="list-style-type: none"> <li>• Writing or drawing obscene /profane language/pictures</li> <li>• Harassment (i.e., physical, verbal, and sexual)</li> <li>• Bullying/cyberbullying</li> <li>• Violation of personal boundaries</li> <li>• Refusing to cooperate and comply with school rules/personnel</li> </ul>	
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**Targeted/Intensive**

**Examples of support, removal and School Site Administrators and Home Office Responses.**

These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion.

*See Categorical Offenses*

<b>Level 3 Infractions</b>	<b>Interventions</b>
<ul style="list-style-type: none"> <li>• Physically assaulting with serious bodily injury</li> <li>• Conduct or habits injurious to others (peers/authority)</li> <li>• Using/possessing controlled and/or dangerous substances and/or paraphernalia</li> <li>• Bullying (harassing, intimidating, cyberbullying)</li> <li>• Fighting and/or arranging altercations</li> <li>• Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law</li> <li>• Harassment (i.e., physical, verbal, and sexual)</li> <li>• Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.)</li> <li>• Causing a false fire alarm</li> </ul>	<p>All Tier 1 and Tier 2 Interventions                      FBA Based Behavior Intervention Plans                      Teaching Replacement Behavior                      Home and Community Supports                      Self- Management Program                      Restricted Access                      In-school reflection and/or suspension                      Short-term out-of-school suspension</p>

<ul style="list-style-type: none"> <li>• Making a bomb/explosive threat</li> <li>• Encouraging other students to violate school rules</li> <li>• Student hazing</li> <li>• Using gang and/or secret society symbols/acts</li> <li>• Inappropriate use of electronic devices</li> <li>• Public displays of sexually explicit behavior</li> <li>• Defacing and/or vandalism of school property</li> <li>• Gambling</li> <li>• Habitual violations of school/class rules</li> <li>• Forgery of signatures</li> <li>• Stealing and/or possessing stolen property</li> <li>• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)</li> <li>• Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures</li> </ul>	<p><b>Extended out-of-school suspension</b>  <b>Request for alternate educational setting</b>  <b>Recommendation for Expulsion</b></p>
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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 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

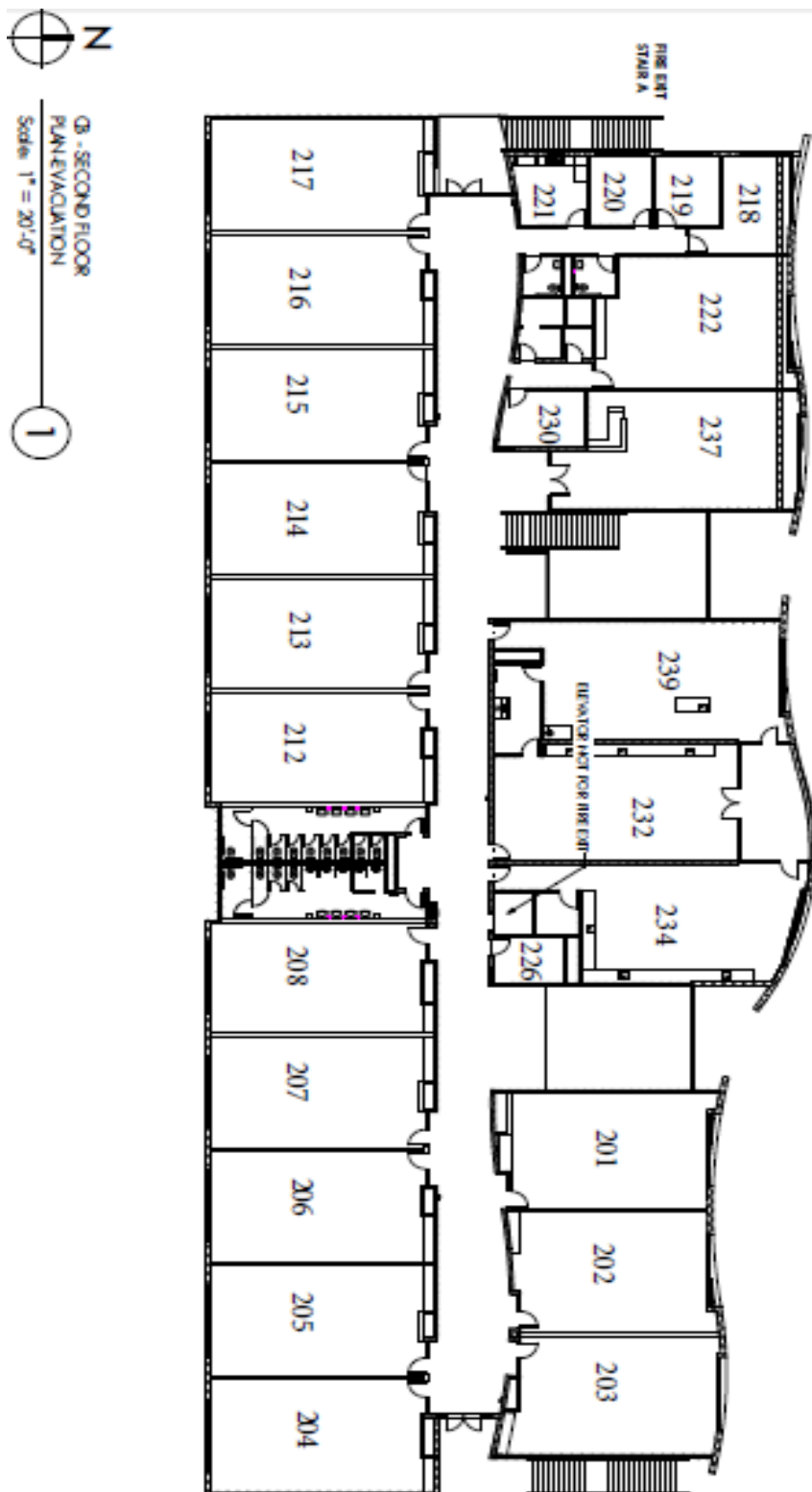
- Evaluation guidelines: Surveys, Feedback from stakeholders

## **Component 2 - Physical Environment**

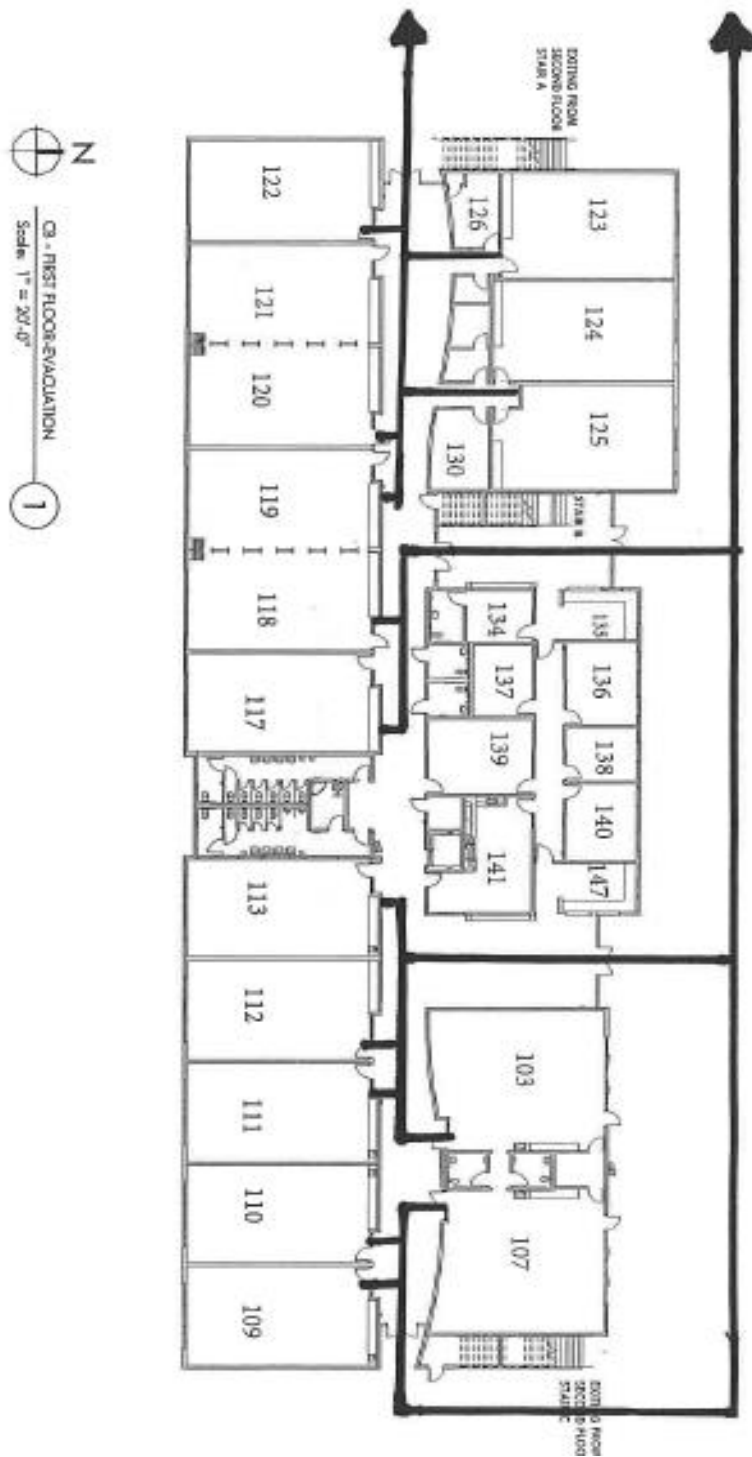
- Goal(s): Maintain and upkeep a safe school campus
  - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
    - Related Activities: Teachers can report concerns during weekly staff meetings.
    - Resources needed: Walk-thru form, building supplies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

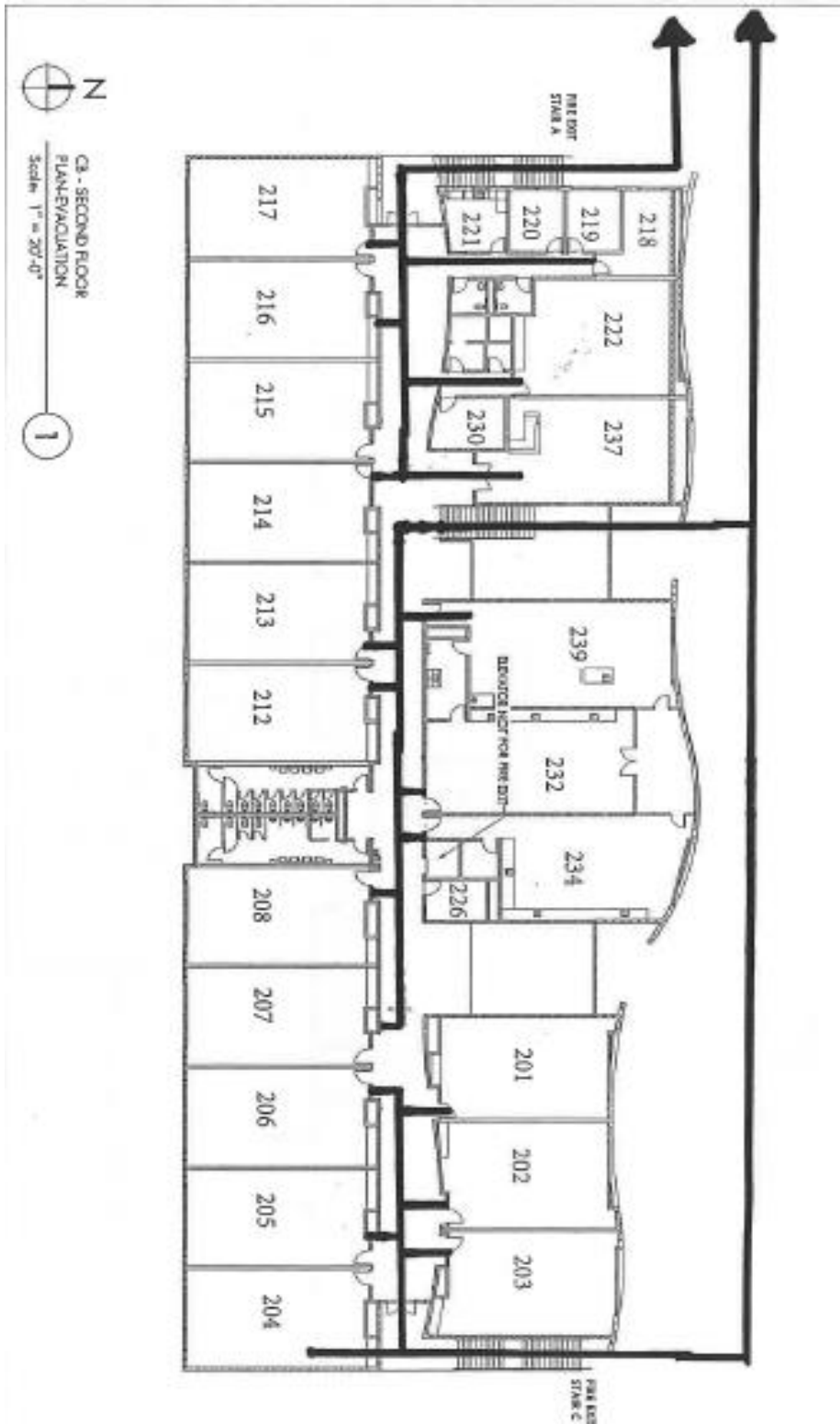
### MSA-SA School Map





### MSA-SA Emergency Evacuation Routes





## 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:



# MAGNOLIA PUBLIC SCHOOLS EMERGENCY DRILL DATA WORKSHEET

**Use this form to record your drill information**

- Fire
- Earthquake drill with evacuation
- Shelter in Place
- Drop/Cover/Hold or "Drop"
- 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)  
*(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

**Emergency Drill Calendar**  
**2017-2018 and 2018-2019**

August

- Fire Drill

September

- Lockdown Drill

October

- Earthquake Drill

November

- Lockdown Drill

December

- Fire Drill

January

- Earthquake Drill

February

- Active Shooter Drill

March

- Lockdown Drill

April

- Fire Drill

May

- Earthquake Drill

June

- Lockdown 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
- \_\_\_\_\_ Allegation of neglect/unsafe conditions
- \_\_\_\_\_ Allegation of discrimination or abuse
- \_\_\_\_\_ Employment dispute
- \_\_\_\_\_ Wrongful termination complaint
- \_\_\_\_\_ Special education complaint

(Please describe in detail): \_\_\_\_\_

\_\_\_\_\_

---

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**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?

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---

Comments:

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---

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**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 1  
LACOE

Mustafa Sahin, Principal  
18238 Sherman Way, Reseda 91335  
818-609-0507  
msahin@magnoliapublicschools.org

A meeting for public input was held on December 12, 2017 at  
Magnolia Science Academy 1

Reviewed by Law Enforcement on December 12, 2017

Plan Adopted by School Site Council December 12, 2017

### Committee members

Mustafa Sahin, Principal  
Salvador Gonzalez, Designee  
Monte Rompal and Lori Morley, Teacher representative  
Miriam Quezada, Parent of attending student  
Maria Zambrano, Classified employee  
Oscar Martin, LAPD, PII Officer  
Alejandro Quezada, Student

This document is available for public inspection on our school's  
website at [msa1.magnoliapublicschools.org](http://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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## **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](http://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 was noted due to the implementation of positive behavior support model.
    - ii. Behavior referrals, CoolSIS were 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: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	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>B. REPORT NOTIFICATION</b>	<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 ( )						
<b>C. VICTIM</b> <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	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"/> UNK						
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>										
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____				3. _____						
	2. _____				4. _____						
	<b>VICTIM'S PARENTS/GUARDIANS</b>										
	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 ( )			
	<b>SUSPECT</b>										
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY					
ADDRESS			Street	City	Zip	TELEPHONE ( )					
OTHER RELEVANT INFORMATION											
<b>E. INCIDENT INFORMATION</b>	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 student's 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 have 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.

#### **Suspension (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. 11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.
16. 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.

17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or 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:

- i. A message, text, sound, video, or image.
- ii. 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 subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
- iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) 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.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

#### **Suspension (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

### **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 Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection 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. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

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)**

#### **Expulsion (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or 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:

- i. A message, text, sound, video, or image.
- ii. 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 subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.

- 4) Notwithstanding subparagraphs (1) and (2) 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.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

#### **Expulsion (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

#### **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)(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):

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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: \_\_\_\_\_

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**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):

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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 are 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 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.

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 behavior policies.
- To keep assignments, grading, and attendance current in CoolSIS.
- To have administrative support for reflection 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, and announcements, articles posted on the school's website, honor roll, behavior, and 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 college readiness so that in high school, they will be prepared to complete 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 ESLR's are also integrated and further reinforced in our weekly Life Skills Course, a requirement for all students in grades 6-8. 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 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, Cyber bullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Reflection (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 Task Force (PTF)

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately 20% 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.

- 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
- 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
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### **The Physical Environment-Place (Component 2)**

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## **The Social Climate and the Physical Environment (Continued)**

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## **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.

## Multi-Tiered System of Response to Behavior

# Universal

### Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infraction	Interventions
<ul style="list-style-type: none"> <li>• Invading personal space</li> <li>• Antagonizing others</li> <li>• Violation of school/class rules</li> <li>• Horse playing</li> <li>• Violating off-limits/restricted area</li> <li>• Habitually tardy and/or not being in assigned location</li> <li>• Disrupting the learning environment/Off task</li> <li>• Littering</li> <li>• Not having proper materials, supplies, and/or equipment for class participation</li> <li>• Inappropriate use of electronic devices</li> <li>• Dress code violation</li> <li>• Inappropriate language/actions (hurtful, vulgar, gossip, etc.)</li> <li>• Passive participation in hurtful acts/words against others</li> <li>• Public display of affection (holding hands, kissing, hugging, etc.)</li> <li>• Refusing to cooperate and comply with school rules/personnel</li> </ul>	<ul style="list-style-type: none"> <li>School Wide PBIS</li> <li>Social-Emotional Learning Program</li> <li>Proactive Classroom Management</li> <li>Regular, Preemptive Communication with Families</li> <li>Classroom Incentives</li> <li>Seating, assignment, behavioral accommodations</li> <li>Conferencing with Student(s) and Parents</li> <li>Verbal correction and redirection</li> <li>Reminders, Role-Play, daily progress sheet</li> <li>Loss of Classroom Privileges</li> <li>Written and/or verbal reflection</li> </ul>

# Selected

## Examples of Support, Removal and Administrative Responses

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

<b>Level 2 Infraction</b>	<b>Interventions</b>
<ul style="list-style-type: none"> <li>• Using/possessing tobacco and/or lighter</li> <li>• Violating traffic or safety regulations</li> <li>• Encouraging other students to violate school rules</li> <li>• Leaving school and/or school bus without permission</li> <li>• Fighting and/or arranging altercations</li> <li>• Using objects inappropriately (i.e., the use of an object to harm others or damage property)</li> <li>• Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)</li> <li>• Defacing and/or vandalism of school property</li> <li>• Plagiarism/academic dishonesty</li> <li>• Leaving school or classroom without permission (truancy)</li> <li>• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)</li> <li>• Stealing and/or possessing stolen property</li> <li>• Failure to attend to/complete assigned restorative action</li> <li>• Gambling or Extortion</li> <li>• Habitual violations of school/class rules</li> <li>• Forgery of signatures</li> <li>• Sexually explicit behavior</li> <li>• Planning and/or arranging actions with malicious intent</li> <li>• Writing or drawing obscene /profane language/pictures</li> <li>• Harassment (i.e., physical, verbal, and sexual)</li> <li>• Bullying/cyberbullying</li> <li>• Violation of personal boundaries</li> <li>• Refusing to cooperate and comply with school rules/personnel</li> </ul>	<p>Behavioral Contract</p> <p>Self-Monitoring</p> <p>School-home Communication</p> <p>Adult or Peer Mentorship</p> <p>Utilize Check-in and Check-out System</p> <p>Intensive Academic and/or Social Support</p> <p>Reflection (lunch, after school, Saturday, etc.)</p> <p>Refer Student to SSPT</p> <p>Loss of Privileges</p> <p>Counseling</p> <p>Temporary Removal from class</p> <p>Extended school day</p>

## Targeted/Intensive

### Examples of support, removal and School Site Administrators and Home Office Responses.

These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion.

*See Categorical Offenses*

Level 3 Infractions	Interventions
<ul style="list-style-type: none"> <li>• Physically assaulting with serious bodily injury</li> <li>• Conduct or habits injurious to others (peers/authority)</li> <li>• Using/possessing controlled and/or dangerous substances and/or paraphernalia</li> <li>• Bullying (harassing, intimidating, cyberbullying)</li> <li>• Fighting and/or arranging altercations</li> <li>• Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law</li> <li>• Harassment (i.e., physical, verbal, and sexual)</li> <li>• Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.)</li> <li>• Causing a false fire alarm</li> <li>• Making a bomb/explosive threat</li> <li>• Encouraging other students to violate school rules</li> <li>• Student hazing</li> <li>• Using gang and/or secret society symbols/acts</li> <li>• Inappropriate use of electronic devices</li> <li>• Public displays of sexually explicit behavior</li> <li>• Defacing and/or vandalism of school property</li> <li>• Gambling</li> <li>• Habitual violations of school/class rules</li> <li>• Forgery of signatures</li> </ul>	<p style="text-align: center;">All Tier 1 and Tier 2 Interventions FBA Based Behavior Intervention Plans Teaching Replacement Behavior Home and Community Supports Self- Management Program Restricted Access In-school reflection and/or suspension Short-term out-of-school suspension Extended out-of-school suspension Request for alternate educational setting Recommendation for Expulsion</p>

<ul style="list-style-type: none"> <li>• Stealing and/or possessing stolen property</li> <li>• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)</li> <li>• Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures</li> </ul>	
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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 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**

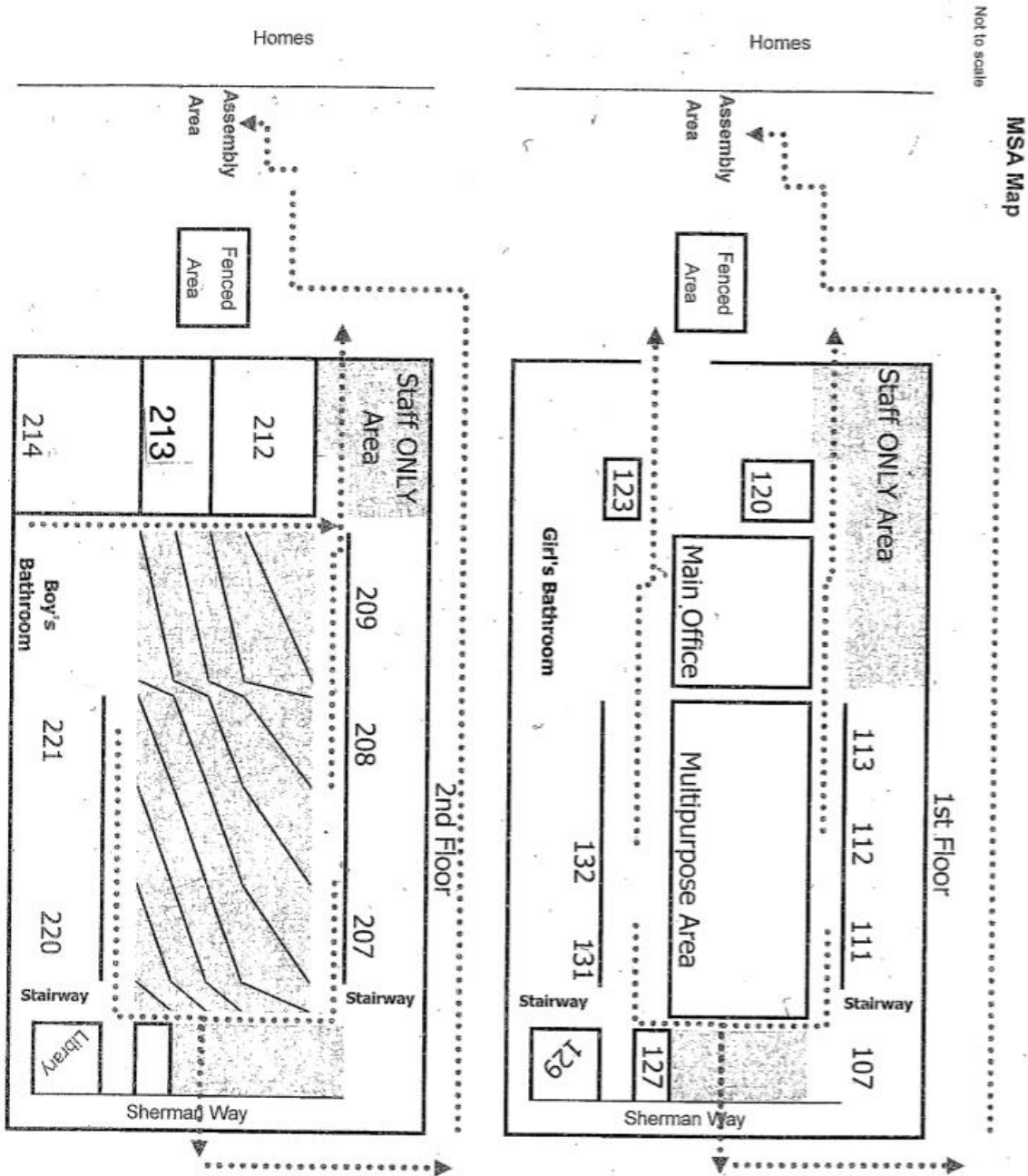
- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
  - Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
    - Related Activities: Review regularly during 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.

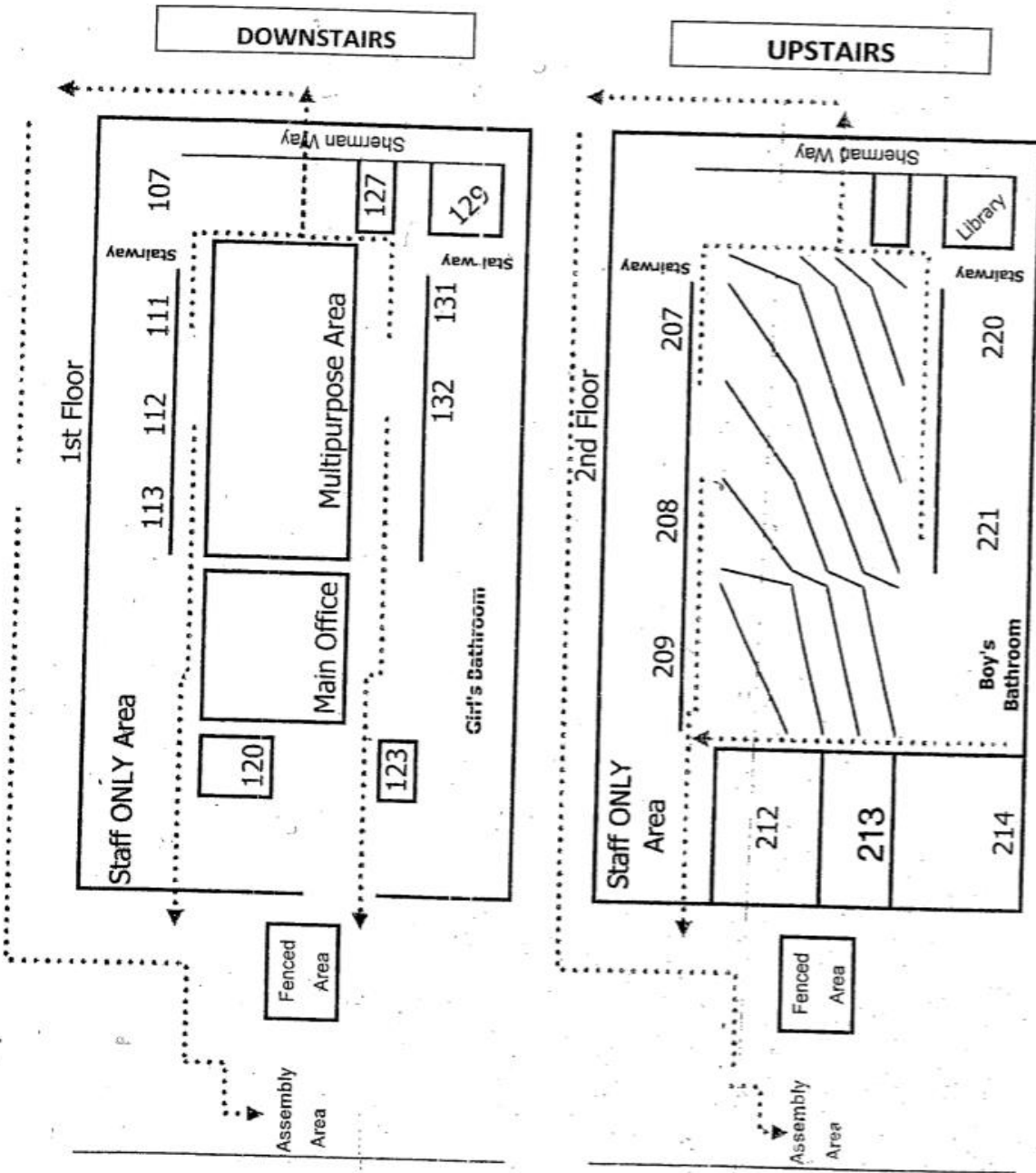
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

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

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 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	<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** **2017-2018 and 2018-2019**

### 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):**

- |  |   |
|--|---|
| <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): \_\_\_\_\_

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**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?

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Comments:

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**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-4

LAUSD

Lisa Ross, Principal

11330 Graham Place, Los Angeles, CA 90064

(310) 473-2464

[lross@magnoliapublicschools.org](mailto:lross@magnoliapublicschools.org)

A meeting for public input was held on November 29, 2017 at  
Magnolia Science Academy-4

Reviewed by Law Enforcement November 29, 2017

Plan Adopted by School Site Council November 29, 2017

## Committee members

Lisa Ross, Principal

Sam Fagnoli, Dean

Ron Ortiz, Teacher representative

Lorena Romero, Parent

Crystal Pena, Classified employee

This document is available for public inspection on our school's website at [msa4.magnoliapublicschools.org](http://msa4.magnoliapublicschools.org)

### **Public Inspection**

*This document is available for public inspection at Magnolia Science Academy-4 and on website at <http://msa.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 last year, based on [www.crimemapping.com/map/region/lapdWestValleyArea](http://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 ~~41166~~)

### **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 ~~41166~~)

### **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code ~~41166~~)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code ~~41166~~)

### **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 ~~41165.9, 41166~~)

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: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	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>B. REPORT NOTIFICATION</b>	<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 ( )					
<b>C. VICTIM</b> <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	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"/> UNK				
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____				3. _____					
	2. _____				4. _____					
	<b>VICTIM'S PARENTS/GUARDIANS</b>									
	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 ( )		
	<b>SUSPECT</b>									
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
ADDRESS			Street	City	Zip	TELEPHONE ( )				
OTHER RELEVANT INFORMATION										
<b>E. INCIDENT INFORMATION</b>	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.*

## **GROUNDNS 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.

### **Suspension (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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. 11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.

16. 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.
17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or 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:

i. A message, text, sound, video, or image.

ii. 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 subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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. iii. An act of cyber sexual bullying.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or schoolsanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) 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.
  
20. 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 (3)(a)-(b).
  
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

#### **Suspension (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

#### **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 Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection 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. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

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)**

## **Expulsion (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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. 11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.

15. 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.
16. 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.
17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “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:

- i. 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.

ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience interference with his or her academic performance.

iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or 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:

i. A message, text, sound, video, or image.

ii. 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 subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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. iii. An act of cyber sexual bullying.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.



(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.

- 4) Notwithstanding subparagraphs (1) and (2) 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.
- 
20. 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 (3)(a)-(b).
  21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

### **Expulsion (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

### **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)(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: \_\_\_\_\_

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**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 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 school's 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.

# Universal

## Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

### Level 1 Infraction

- Invading personal space
- Antagonizing others
- Violation of school/class rules
- Horseplaying
- Violating off-limits/restricted area
- 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
- Inappropriate language/actions (hurtful, vulgar, gossip, etc.)
- Passive participation in hurtful acts/words against others
- Public display of affection (holding hands, kissing, hugging, etc.)
- Refusing to cooperate and comply with school

### Interventions

- School Wide PBIS
- Social-Emotional Learning Program
- Proactive Classroom Management
- Regular, Preemptive Communication with Families
- Classroom Incentives
- Seating, assignment, behavioral accommodations
- Conferencing with Student(s) and Parents
- Verbal correction and redirection
- Reminders, Role-Play, daily progress sheet
- Loss of Classroom Privileges
- Written and/or verbal reflection

rules/personnel

**Selected**

**Examples of Support, Removal and Administrative Responses**

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

**Level 2 Infraction**

- 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)
- 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 or Extortion

**Interventions**

- Behavioral Contract
- Self- Monitoring
- School-home Communication
- Adult or Peer Mentorship
- Utilize Check-in and Check-out System
- Intensive Academic and/or Social Support
- Reflection (lunch, after school, Saturday, etc.)
- Refer Student to SSPT
- Loss of Privileges
- Counseling
- Temporary Removal from class

- Habitual violations of school/class rules
- Forgery of signatures
- Sexually 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

Extended school day

### **Targeted/Intensive**

**Examples of support, removal and School Site Administrators and Home Office Responses.** These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion.

*See Categorical Offenses*

### **Level 3 Infractions**

- Physically assaulting with serious bodily injury
- Conduct or habits injurious to others (peers/authority)
- Using/possessing controlled and/or dangerous substances and/or paraphernalia

### **Interventions**

All Tier 1 and Tier 2 Interventions  
FBA Based Behavior Intervention  
Plans

- Bullying (harassing, intimidating, cyberbullying)
- Fighting and/or arranging altercations
- 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/fireworks (i.e., smoke bombs, sink bombs, etc.)
- 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
- 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.)
- Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures

Teaching Replacement Behavior

Home and Community Supports

Self- Management Program

Restricted Access

In-school reflection and/or suspension

Short-term out-of-school suspension

Extended out-of-school suspension

Request for alternate educational setting

Recommendation for Expulsion

### **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

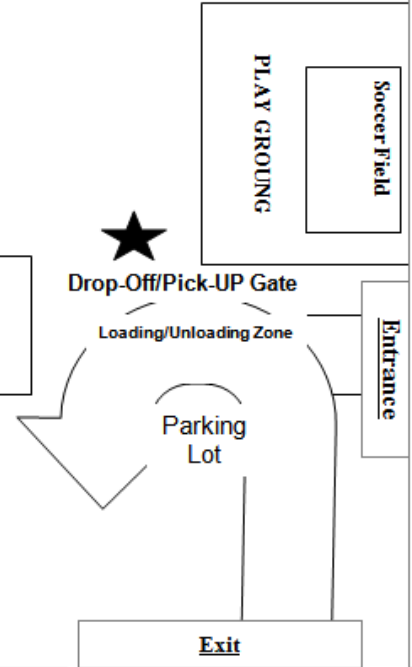
## **MSA-7 School Map**

5-B Class Rm#6	4-A Grade Rm#7	Boys Bathrooms	Girls Bathrooms	4-C Grade Rm#8	3-A Class Rm#9	5-A Class Rm#10	4-B Class Rm#11	computer Lab Rm#12	3-C Class Rm#13	A.S.E.S. Office	Staff Lounge	Multi- Purpose Room# 14
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Library Rm#5	K-B Rm#4	2-A Rm#3	K-A Rm#2	1-A Rm#1	Boys Bathrooms	Girls Bathrooms	Main Office
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**Front Gate:** Only open during Drop-off and Pick-Up time.  
**Main Office Gate:** Please use this gate during school hours.

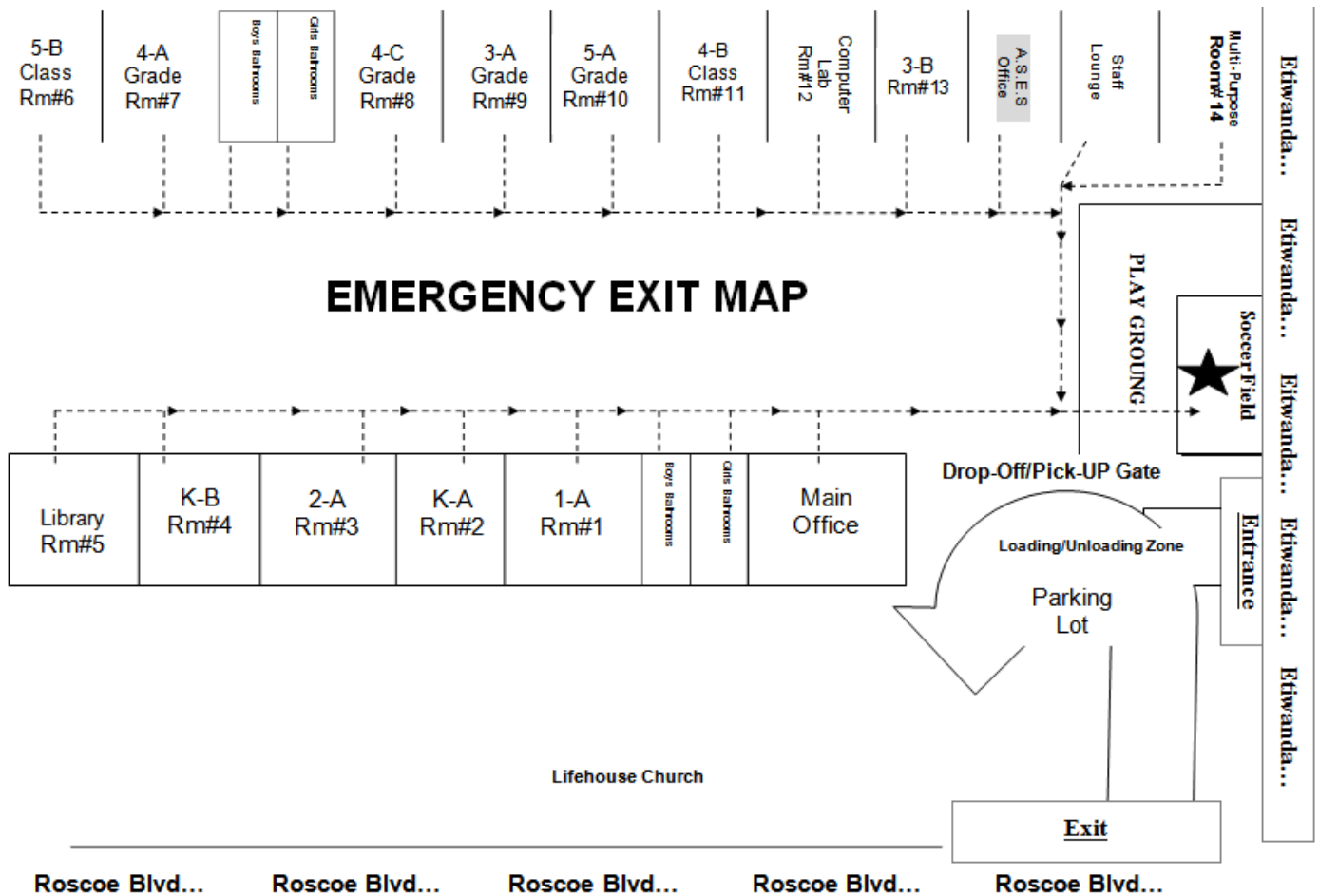
Lifehouse Church



Etiwanda... Etiwanda... Etiwanda... Etiwanda... Etiwanda...

Roscoe Blvd... Roscoe Blvd... Roscoe Blvd... Roscoe Blvd... Roscoe Blvd...

**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 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	<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

### 2017-2018 and 2018-2019

#### 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**



**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): \_\_\_\_\_

---

---

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**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?

---

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Comments:

---

---

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**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.**





Los Angeles Unified School District

# INTEGRATED SAFE SCHOOL PLAN

## 2017-2018

**RESEDA SENIOR HIGH**

**18230 KITTRIDGE ST**

**RESEDA, CA 91335**

**(818) 758-3600**

**Generated On: 10/6/2017**



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1. Introductory Material

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# 1. Introductory Material

## 1.1 Certification Page

**Los Angeles United School District**  
**Integrated Safe School Plan**

**School:** RESEDA SENIOR HIGH

**Date Generated:** 10/6/2017

The Safe School Plan was developed and approved using a collaborative process respectful of representation/input from all stakeholders Groups. All required Committee members must sign the certification page.

<b>Title:</b>	<b>Name:</b>	<b>Signature:</b>	<b>Date Signed:</b>
<b>Required Committee Members:</b>			
Principals:	WELSH, MELANIE	_____	_____
UTLA Chapter Chair:	SPRINGER, JOHN	_____	_____
Classified Representative:	HORI, FRANCES	_____	_____
Student (Secondary)			
Representative:	Araseli Monroy	_____	_____
Parent (of an attending student)			
Representative:	Ben Ludvico	_____	_____
<b>Law Enforcement</b>			
Los Angeles School Police:	GIL, LEOPOLDO	_____	_____
<b>Or</b>			
LAPD/LA County Sheriff/			
Local Jurisdiction Agency:	LAPD West Valley Division	_____	_____

1. Introductory Material

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**1.2 Record of Changes**

Change Number	Date of Change	Name	Summary of Change
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## 1. Introductory Material

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### 1.3 Overview

National preparedness efforts, including planning, are now informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.



**Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

**Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

**Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

**Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

**Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

## 1. Introductory Material

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State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan for use as a template in the preparation of emergency procedures for each of the LAUSD schools. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies.

### 1.4 Goals

**People and Programs Goal #1:** Data from 2015-16 School Report Card Data and My Data indicate:

Out of school suspension events decreased from 35 events in 2015-16 to 16 events in 2016-17 school year.

Our goal for out of school suspension events will be decreased from 16 events in 2016-17 to a modest decrease of events in 2017-18 school year.

**People and Programs Goal #2:** Data from 2015-16 School Report Card Data and My Data indicate:

1. Percentage of students with 96% or higher attendance increased from 62% in 2014-15, to 63% in 2015-16 which is lower than the LAUSD average of 74%.

2. Percent of students with 96% or higher attendance decreased from 64% in 2013-14 to 62% in 2014-15, which is lower than the LAUSD average of 73%.

Our goal is to increase the percentage of students with 96% or higher attendance to 75% for 2017-18 school year. Dedicated hard work of attendance office administrator and her staff, PSA counselor, A-G counselor, Title III Coach, and TSA coordinator will contribute to percent of students with 96% or higher attendance of 75%.

**Threat / Hazard:** Earthquake

**Threat / Hazard Goal:** Our goal is to evacuate the entire campus during Earthquake Drill to designated assembly area from 8.28 minutes to 7.28 minutes.

## 2. Plan Development

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Familiarize the faculty and staff and all command leaders with the Reseda High School's Emergency Matrix Operational Assignments.

**Emergency Function:** Evacuate Building

**Emergency Goal:** Our goal is to evacuate the entire campus during Fire Drill to designated assembly area from 8.28 minutes to 7.28 minutes.

### 1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into ten sections. Sections 1-4 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 5-6 focus on emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team member. Sections 7- 8 presents guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 9 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting. Section 10 provides a series of appendices of supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps, assessment results and other supporting information are also contained in the appendices.

## 2. Plan Development

### 2.1 School Safety Planning Committee Team

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. Every school is responsible for establishing a School Safety Planning Committee, composed of all stakeholder groups, which is accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its safety needs. District personnel are to be aware of and must comply with District, State, and federal safety policies.

#### **Required Team Members**

<b>Title</b>	<b>Name</b>
Principal/Designee	WELSH, MELANIE
UTLA Chapter Chair	SPRINGER, JOHN
Classified Representative	HORI, FRANCES
Student(Secondary) Representative	Araseli Monroy
Parent(of an Attending student)Representative	Ben Ludvico

## 2. Plan Development

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Los Angeles School Police -OR-	GIL, LEOPOLDO
LAPD/LA County Sheriff/Local Jurisdictional Agency	LAPD West Valley Division
School Safety Planning Committee Chair	TERZIAN, VATCHE

**Suggested Team Members**

<b>Title</b>	<b>Name</b>
Teacher	
Dean	FRANCO, MIGUEL
Cafeteria Manager	AUTEN, REBECCA
Plant Manager	SERRANO, DIEGO
School Psychologist	BERGER, SHELLY
Counselor	AMAYA, CARLOS
Physical Education Teacher	IBACH, GREGORY
Nurse	ALEJANDRIA, ZENAIDA
Health Education Teacher	ARREOLA, ALONSO
PSW	
Parent Center Director	CORIA, LOURDES
PSA	
Coach	LAI, ERIKA

## 2. Plan Development

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### 2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

### 2.3 Safe School Planning Committee Checklists

#### Essential Checklist: Safe School Planning Committee

- The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- Schedule and publish the meeting dates for School Safety Committee.
- Send out a survey to faculty to ascertain who has the training, skills, interest, and aptitude for each assignment in the Safe School Plan. Log on to: <http://emergencyservices.lausd.net> and look under “Administrator’s Corner” for “Staff Survey”. You can also find examples of memos and letters you can use.
- Make the staff assignments in the Integrated Safe School Plan based on the results of the survey, recommendations from the School Safety Committee and consultation with the principal.
- Prior to adoption, the Integrated Safe School Plan has been reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- A current copy of the Integrated Safe School Plan is available for public review in the Main Office. Additional copies are in the faculty cafeteria or lounge(s).  
Staff members are made aware of how to access the Integrated Safe School Plan online, their emergency roles in the Plan, and how to print it.
- Verification of the public meeting is on file and includes the meeting announcement, meeting agenda, and sign-in sheets.
- The Integrated Safe School Plan has been evaluated and amended as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented [Ed. Code Section 35294.2(e)].
- Check all emergency supplies in the emergency bin, nurse’s office, classrooms and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the warehouse.
- Establish a “Continuity of Operations Plan” (COOP). Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For an example of a COOP, see the Emergency Services web site: [emergencyservices.lausd.net](http://emergencyservices.lausd.net)
- Check all school radios. If there is a problem, contact the Radio Unit at (323) 224-2411.
- Have faculty pick their neighboring classroom “buddy” that will check on each other during an evacuation. Create a list to make sure no one is omitted.

## 2. Plan Development

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- Create/update the staff cell phone contact list and add it to the appendices.
- Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate.
- Schedule fire drills and other emergency drills on the school's master calendar.
- Ensure that the school's emergency response box contains current and accurate lists.
- Review the school's emergency response procedures with your office/clerical/custodial and support staff. Make sure they are prepared.
- Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print them copies of the Integrated Safe School Plan and all contact lists.
- Direct staff to <http://STEPS.lausd.net> for online emergency training. Administrators can use the STEPS website to access on-line classes from FEMA in Emergency Management.
- Conduct a Vulnerability Assessment using the template provided on the Emergency Services website. Take STEPS class 406, "Conducting a Vulnerability Assessment," to learn more.

## 2. Plan Development

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### 2.4 Plant Inspections

Inspecting and ensuring that all schools are clean, secured, all paths of egress are open and well-lit is essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

#### Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and plant manager to ascertain any unsafe conditions that are hazardous to the employees' or students' physical or mental well-being.
- The complete routes used by all students to travel to and from the assembly are used in an emergency should be inspected. Insure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- SERRANO, DIEGO will be responsible for inspecting the campus regularly for the following conditions:
  - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include: Incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard. (See Form I - Safe Classroom Chart, found in Appendix A.)
  - All damaged fences will be reported and corrected as soon as possible.
  - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
  - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

## 2. Plan Development

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### **2.5 Hazards In The Community – Vulnerability Assessment**

An LAUSD Vulnerability Assessment that assesses and evaluates hazards on and off-campus is available to schools at <http://achieve.lausd.net/2309> and is designed to be completed by the School Safety Committee. Completing this assessment provides additional information that will help the committee create a robust and informed Safe School Plan.

School administration should be aware of potential hazards in the community that can impact the school during an emergency. For example, knowing that a nearby facility uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) has conducted a survey of the facilities near every school. Site administrators should meet with their school safety officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary, found in the appendices.

Site administrators should visit <http://www.lausd-oehs.org/industrial.asp> and select their school to see a list of the facilities near their campus. They should then print out the map of their school community that shows the exact location of these facilities. On the map of the school community they can mark any of the following hazards:

- Facilities containing toxic chemicals or radioactive materials.
- High voltage power lines and transformers.
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right-of-way).
- Underground gas or oil pipelines.
- Water towers or tanks.
- Unreinforced masonry buildings that may collapse during an earthquake.
- Unique Site Specific Considerations.

The map and Form A from Appendix A should be retained with the Safe School Plan and be a reference during emergencies and evacuations.



## 2. Plan Development

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### 2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the Learning Zone STEPS courses 210 and 410.

Educators need to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with disabilities and other specific needs. These students include some special education students as well as general education students who may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs

The needs of these students must be analyzed to accommodate student needs in emergency procedures including emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They need to understand the capabilities and limitations of the population that they serve. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

#### **Identification of Students with Specific Needs**

The School Safety Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for special education services, but who are still going to need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

- School Nurse
- Parents
- Teachers
- IEP Meetings
- LRE Counselors

## 2. Plan Development

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- Students
- 504 Plan
- Counselors
- Meetings

The list of students with specific needs can be entered in the "Emergency Conditions" field of the Welligent database that stores LAUSD student medical condition information. Specific equipment and supplies needed to care for each student should be listed here as well. Periodically, the site administrator can print out an updated list. Details on using the Emergency Conditions field in Welligent are in the online Learning Zone course STEPS 422.

Lists of students with specific needs should be kept in the School Emergency Response Box and shared with the Operations Team Leader, who is in charge of the Search and Rescue Teams and the First Aid/Medical Teams. Both of these teams need to know the names and challenges faced by these students as it directly impact the response actions of those teams. The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

- Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.
- Student emergency contact information for each identified student with specific needs.
- Welligent (Student Health Program) print-outs for students with chronic conditions who may require special or additional support from the Search and Rescue Team or First Aid/Medical Team.
- Information is available in the [LAUSD School Emergency Response Box Reference Guide](#).

Before an emergency, this information should also be shared with the Logistics Team Leader to make sure that specific supplies are available such as diapers, wheelchairs, etc. The Logistic Team should also be aware of the approximate number this population in the event that they need to order resources, such as buses, etc.

All students with specific needs during an emergency have been identified. The list of these students and their needs has been placed in the School Emergency Response Box.

The leaders of the Search and Rescue Teams, First Aid/Medical Team and the Logistics Team Leader know where to get copies of the list so that their sections can adequately address the needs of students with specific needs.

### **Emergency Notification for Students with Specific Needs**

School administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conducting regular emergency drills incorporating an emergency notification system, such as the fire alarm system and PA system, tests the system and identifies any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated

## 2. Plan Development

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with emergencies for students with specific needs. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through the Learning Zone.

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communications challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list should note individuals with specific needs.

### **Evacuation Concerns for Students with Specific Needs**

As part of their planning process, schools will need to consider how they will assist specific needs students who cannot evacuate the building on their own. In almost all situations, students can be assisted or carried down stairs by two to four adults on the Search and Rescue Team. Rescue technique training is available online through the Learning Zone course STEPS 210. Multiple-story schools that need a Rescue Seat or Evac+ Chair, or training on using the Evac+ Chair should contact the Office of Emergency Services.

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as blind students. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult aide assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot go down stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their

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capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the [LAUSD Emergency Drills and Procedures Reference Guide](#).

All students with evacuation challenges have been identified and know: WELSH, MELANIE

- Who will assist them during an emergency
- How they will be rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (Rescue, Seat, Evac+ Chair, etc.)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations are familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

Special Ed classrooms are prepared for their individual students needs

### **Preparing to Shelter and Care for Students with Specific Needs**

Once all students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the Welligent student database, although items only needed outside of school hours may not be included. The greater the student's needs, the more supplies that may be needed to be stored for emergency use.

Students who have greater or more individual needs will need additional support. School staff can create a backpack "go kit" with the necessary supplies in it, tagged with the student's name. The backpack should contain any and all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of supplies can be damaged by heat. Whenever the students

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evacuate the building, classroom employees must bring the backpacks with them. This school's specific plans for disaster assistance for students with specific needs includes:

### 2.7 Public Shelters

Please note that there are procedures that are followed by LAUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services. Information is available in the [LAUSD Use of School Facilities in an Emergency or Disaster Situation Bulletin](#).

### 2.8 Assessments

The school site self-assessments that are completed online as part of the Integrated Safe School Plan process contain critical elements of safe and healthy school planning that must be completed to be in compliance with Federal law, State law, and District policy and procedures. A copy of each completed assessment is available in the Section 8, Appendices.

#### 2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet federal and state mandates and the health needs of students. The school ensures immediate and reliable access to medications, special diets, treatments and emergency care.

Information about the food services division is available and there are activities to increase participation in the school meal program. There is adequate time for students to obtain and consume their meals. Schools that have an after-school program offer healthy snacks provided by food the services branch.

#### 2.8.2 Positive Safe School Environment

Student and Employee Security

Responsibilities of the Administrator:

- Review the information contained in [Bulletin 5721.1 "Student and Employee Security,"](#) with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop in the event that regular means of communication are unavailable, classroom-to-office emergency communication plans.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to

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School Police or the local law enforcement agency during nights, weekends, and holidays.

- Develop strategies to control rumors concerning school or community incidents.
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.

### Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs (SANE), child abuse and traffic safety bulletins.

### Campus Supervision

#### Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for staff carrying out the plan.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Monitor or prohibit student access to cars during school hours
- Review with campus supervision personnel procedures related to the proper use, maintenance and security of issued hand-held and base radios. See "LAUSD Radio Unit Handbook for Local Campus Radio System," or call the Radio Unit at (323) 224-2203.
- See that the school adheres to the District's policy on closed campus. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

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### Locked Campus Policy

#### Responsibilities of the Administrator:

- Assign school staff member, volunteer parent, etc., to monitor the main entrance, issue a "Visitor's Pass," and direct all visitors to report to the Main Office upon arrival.
- Assign available school staff to monitor campus perimeter, known trouble spots, and all building and gate entrances during the course of the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

### Key Control

#### Responsibilities of the Administrator:

- Maintain current records of the distribution of all keys.
- The issuance and receipt of all keys shall be acknowledged in writing and only with the written approval of the site-key administrator.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not actually in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

#### Key Distribution:

- **Master Keys:** It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys ("A" and "K") shall be issued only to the plant manager, administrative staff, and Campus Police Officer. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.
- **Sub-master Keys:** Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- **Classroom Teacher Keys:** Classroom teachers are to be issued only the keys to his/her classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- **Substitute Teacher Keys:** Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- **Alarm Keys:** Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

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### Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (Penal Code 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked.
- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room(s) or area(s) necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

### Loss or Theft of Keys

The loss or theft of keys shall be reported to the Local District Office and School Police. In addition, the Maintenance and Operations Central Shops Lock Department shall be notified, via the trouble call line. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

### Plant Inspections

#### Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.



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- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug-, tobacco, weapon-, and violence-free school, and nondiscrimination and sexual harassment policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

### Restroom Cleanliness

#### Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.
- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.

#### Responsibilities of the Plant Manager:

- Randomly monitor restrooms daily, daily inventory of any fixtures needing repair, and place a "trouble call" to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.
- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the "deep cleaning" of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

### Visitors to School Campuses

#### Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.

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- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.
- Administrators have the authority under the California Penal Code, Los Angeles Municipal Code and the Education Code to report to the appropriate police agency any adult or minor over 16 years of age who enters a school campus and fails to adhere to the posted "Visitor's Policy."
- Responsibilities of the Parents/Visitors:
  - All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
  - Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
  - Visitors are not to converse with the students, teacher, or instructional aides during the visitation.
  - Visitors are to keep the frequency of classroom visits reasonable (to be determined by the activity being observed).
  - Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

### Traffic Patterns and Drop-off/Pick-up Points

#### Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pickup plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pickup points that ensure student safety and minimize traffic congestion.

### Safe School Collaborative

#### Responsibilities of the Administrator:

- To identify key community stakeholders in relation to safety, including but not limited to, law
- Enforcement, probation, city attorney's office, city and county human relations.
- To identify key LAUSD central and Local District personnel to provide consultation and

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- Support from for example School Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- To identify a multidisciplinary school safety team composed of members such as administrators, parents, teachers, campus police or security officers, health and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- To identify a designated chair to convene the meetings, establish a need's assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- To work towards the development of safe passage to and from school for students.

### Safe Passage To and From School

#### Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199.
- Confer with the City of Los Angeles Department of Transportation (LADOT) or School Police in establishing safe pedestrian routes to and from school and appropriate student pickup and drop-off points. Schools may request copies of "Safe Routes to School" map from OEHS.
- Work with the Safe School Collaborative on safe passage.
- Review, distribute, and post "Back-to-School Safety Tips," which may be obtained from the School Traffic Zone Program.
- At elementary schools, encourage parents to walk their children to school.
- Schedule Pedestrian and Bicycle Safety assemblies through School Safe Traffic Zone at (213) 241- 7887 and/or Safe Moves at (818) 908-5341. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Recruit volunteers to participate in "Safe Crossings," a LAPD Volunteer Crossing Guard program. They will provide training and purchase of basic equipment (Schools must provide 15-20 volunteers).
- Inform students, staff and parents of designated "Safe Routes," student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

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### Random Metal-Detector Searches

#### Responsibilities of the Administrator:

- At the beginning of each academic year, inform all students and send a notice to the parents and guardians of all enrolled students advising parents and guardians of the existence and general terms of the District's random metal-detector policy.
- Post signs in several prominent locations at the site advising that all persons on the premises are subject to search for weapons by the metal detector.
- Ensure that the search team is composed of certificated employees and augmented with other staff, as necessary. School Police may be requested to accompany the search team, but may not participate in the actual searching or wandling.
- Ensure that all search team members are fully informed of the metal detector search procedures and their responsibility to be respectful and sensitive to the right of privacy and other concerns of the individual being searched.
- Maintain documents containing the following information regarding all random metal detector searches conducted at the school:
  - Dates, times, and locations of searches conducted.
  - Classes where searches are conducted and the basis on which classes were selected.
  - The basis for selecting students within those classes who are searched and the number of student searches.
  - Name of the staff conducting the searches.
  - Items found or confiscated as a result of searches conducted.
  - Whether students were disciplined as a result of searches conducted, why they were disciplined, and how they have been disciplined.

#### Guidelines for Conducting Random Metal Detector Searches:

- Random searches are searches conducted without reasonable suspicion and must be "truly" random. Specifically, in advance of selecting particular students for a search, a pattern indicating which students are to be searched must be established. Search team officials must not deviate from the established pattern at any time during the course of the search.
- The search team official must be of the same gender as the student being searched.
- School administrators may not conduct, or allow to be conducted, random wand style metal detector searches of students' persons, bags, backpacks, or purses in the classroom while class is in session
- Once students are selected for a search, they should be asked to bring their bags, backpacks, or purses with them to the location where the search will be conducted.
- School administrators may conduct or authorize pat-down searches of students when (1) the student gives consent or (2) reasonable suspicion exists. Administrators may not

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conduct, or allow to be conducted, pat-down searches to which students do not consent unless there is reasonable suspicion.

- “Pat-down searches” are defined as searches in which a school official or designated agent places hands directly upon the person or clothing of students.
- Circumstances giving rise to a reasonable suspicion exists when the metal detector activates during the course of a random search or when administrators receive a reliable tip that a particular student is in possession of a gun, weapon, or other dangerous object.
- Visually or manually inspecting the contents of students’ bags, backpacks, or purses can be conducted only when reasonable suspicion exists or when the student gives the searcher permission.
- Wanding the outside of a student’s bag is permissible. Prior to wanding, officials may ask students to empty their bags or pockets of any metal objects.
- Any person found to be in possession of a gun or other dangerous weapon as defined either in the California State Penal or Education Code shall be arrested. If during the course of a search, contraband that is in violation of published District or school policy or other regulations is observed, such items may be confiscated.
- Students who refuse to submit to a wand search consistent with the guidelines may be subject to
- Disciplinary action for defying the valid authority of school personnel.
- Searching Other Areas of the School:
  - A locker search plan of a minimum of ten lockers a day should be implemented.
  - These searches should be conducted on a daily basis and in a random selection pattern.
  - At the beginning of the academic school year, notification must be given to both students and parents regarding the implementation of daily random locker searches.

### School Police/Local Law Enforcement

#### Responsibilities of the Administrator:

- Meet with the assigned School Police Officer and area Sergeant on a regular basis to share and discuss information related to campus activity and the site’s security operations and service needs.
- Review with staff the appropriate notification and protocol in reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Local District about incidents and events that may have repercussions at other locations.

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- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit neighbor support to assist with student safety to and from school by implementing a neighborhood watch program (such as the Safe House Program).
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- When a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact School Police's Watch Commander (213) 625- 6631 and advise him/her of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

### Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office, cell, or pager) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Describe the person(s) or suspect(s) involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon(s) involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person(s) or suspect(s) involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Request medical assistance, if needed (not if already requested through 911).
- Advise School Police Department if another law enforcement agency has also been contacted.

### Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to "keep the peace" by protecting students and staff from physical assault and school property from theft and destruction. The LASPD, while deployed at secondary schools will work closely with school-site administration, students, staff, community members, and local agencies to create a safe and secure school learning environment. Safe Passages and other

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specialized units, including detective personnel will work with the Campus Police Officer to ensure safety around the campus, enforcing all applicable laws fairly and impartially and providing a high visibility presence within safe passages area. Truancy, pedestrian, and motor vehicle violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

Campus Police Officers will:

- Maintain a high visibility and patrol of the school premises, the prime objectives being the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel while on the school site.
- Investigate incidents that occur at any location that impacts the school and affects the orderly conduct of its operation.
- Develop and maintain a positive, professional and ongoing working relationship with the school-site administration, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve safety crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist in the preparation, evaluation, and updating of the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police and Local Agencies):

- In instances, where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with a LASPD department supervisor.
- A “Lockdown” of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown, after consulting with law enforcement.
- Properly identified law enforcement officer(s) are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.

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- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner's Office, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member(s) of the victim's family arrives at the school prior to being notified of the death by law enforcement, the family member(s) should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim's family calls the school prior to notification by law enforcement, he or she should be asked to come to the school.

### Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when preservation of evidence to a crime, or an investigation of a crime is in progress, to include, but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.
- The first police officer(s) to arrive on scene will have specific duties to perform to insure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school's administration.
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.
- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

### Inventory/Marking of School Equipment/Property

Responsibility for all school property rests with the principal. Teachers and other employees are held responsible for the care of all school property in their control. The principal ensures that District equipment is not loaned to any District employee, group, or other persons for personal use.

### Child Abuse Reporting

#### Responsibilities of the Administrator:

- Discuss the child abuse reporting policy in depth with all employees two times a year (at the beginning of each semester).



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- Collect and file all individually signed statements acknowledging legal requirements and District policy concerning child abuse reporting.
- Ensure all employees have viewed and passed the on-line Child Abuse Awareness Training and conduct the Spring Child Abuse Awareness Training for all employees.
- Notify the appropriate Local District Administrator when a District employee is alleged to be the perpetrator in a child abuse report.
- When an allegation of child abuse has been made, District personnel are precluded from conducting an investigation or taking any action prior to or during the child protective agency/law enforcement investigation. Action includes, but is not limited to, interviewing witnesses, interviewing the alleged perpetrator, contacting parents of alleged victim, taking written statements, seeking verification of information, and taking disciplinary action. (Exceptions to this may include the temporary relocation of an employee.)
  - Always take some form of administrative action with documentation when advised to “handle it administratively” by law enforcement or when law enforcement has completed its investigation.
  - Maintain a confidential log of all known/reported child abuse cases.

### Responsibilities of All Employees:

- View and pass the on-line Child Abuse Awareness Training and participate in the Spring Child Abuse Awareness Training conducted at the school site.
- Any District employee who has knowledge of, observes, or reasonably suspects an instance of child abuse shall report the known or suspected instance of child abuse to a child protective agency/law enforcement 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.
- The employee reporting suspected child abuse is not to verify the suspicion or prove that abuse has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency/law enforcement agency.
- District policy and State law requires that every employee who entered into employment on or after January 1, 1981, shall sign a statement to the effect that he/she knows of the requirements to report known or suspected instances of child abuse and will comply with such requirements. The employee need only sign the statement once at each site, not every year.

### Guidelines for Child Abuse Reporting:

- Reportable victims include: child-person under the age of 18, and dependent adult, person 18-64 years of age who is dependent upon others for care.

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- Child abuse includes: physical abuse, sexual abuse, neglect, life endangerment, willful cruelty, and emotional abuse.
- If a child discloses that he/she was abused or an allegation of abuse is brought to the attention of any District employee, a report MUST be made as soon as reasonably possible and should not be put off until the end of the school day. School procedures may not require the reporter to disclose his/her identity to school personnel prior to or subsequent to making a report.
- A Child Abuse Report is to be made to only one child protective/law enforcement agency. School Police is NOT a child protective agency, and reports made to School Police are NOT a means of complying with the law.
- Child abuse reports are confidential. Reports are to be completed only by the designated reporter. The written report is to be completed and filed with the appropriate agency within 36 hours from the time that the allegation is received.
- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone in the course of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which he or she knows or reasonably suspects to exist, can incur criminal, civil, and/or professional liability.
- No employee mandated under provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse.

### Incident Reporting

#### Responsibilities of the Administrator:

- Inform all staff as to the reporting/notification process.
- Identify and manage the users that will have access to the on-line ISTAR System.
- Report all incidents using the ISTAR System. Reports should be timely and thorough.
- The incident report is to be called into the Local District Operations Coordinator for appropriate follow-through.
- Regularly review incident reports, particularly those involving crimes, for trends and to identify and implement strategies to prevent future incidents.

#### Incident Reporting Guidelines:

An Incident Report is to be filed with the appropriate Local District for the following types of incidents:

- Any threat, including bomb and terrorist threats, to the school, individual student(s), or staff.
- Student or staff member injured or missing.

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- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Other emergencies.
- In anticipation of a serious event.
- Evacuations, lockdowns.
- Utility problem, i.e. shut-off or disruption of service.
- Construction problem preventing access.
- Noteworthy or media situations.

### Parent Notification - *Parent-Student Handbook*

#### Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

#### Responsibilities for Violence Prevention and Intervention:

##### Definitions:

**Gang:** A closely (or loosely) structured group of individuals who may express their identification by adopting certain dress attire and/or adoption of symbolic behavior to include nicknames of individuals, tattoos, hand signs, and the claiming of territory in a neighborhood. The activities of this group include criminal acts of violence, bullying/threats, and anti-social behavior.

**Gang Member:** A person who wears colors or symbols for purposes of declaring affiliation and committing illegal acts related to the gang, often, but not exclusively, of a violent nature.

**Gang crime:** An activity as defined by the penal code as against the law and committed as part of gang membership. This activity may include criminal acts of violence, bullying/threats, or anti-social behavior.

**Primary Prevention:** Taking action to decrease the likelihood that an emergency or crisis will occur. It is reducing risk factors and stressors, building protective factors, and increasing support. Primary Prevention includes activities aimed at the general population.

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**Secondary Prevention:** Taking action to decrease the likelihood that an emergency or crisis will occur. It is reducing risk factors and stressors, building protective factors, and increasing support. Secondary Prevention includes activities aimed at targeted at-risk students.

**Intervention:** The ability of staff or police to problem-solve situations prior to escalation by using all resources and means available. This could include counseling and mentoring programs.

**Suppression:** Heightened efforts by staff and police towards a particular problem which includes identifying the origin of the problem, such as iPod theft/robberies, increased communications to students and parents regarding the problem, as well as trying to identify the suspects. Suppression should always include efforts made towards ending the problem on a long-term basis, rather than the short term fix of catching the suspects and moving on.

**Recruitment:** Youth gang involvement may begin as early as elementary school. Children as young as 7-8 years are extremely vulnerable and may start acting out, adopting the style and language of a gang, and acquiring the status of a “wannabee.”

**Reentry:** The placement of students who are returning from Juvenile Camp School, Juvenile Hall, California Youth Authority (CYA), or other placement facilities. Counselors work to ensure student(s) enrollment in an appropriate instructional setting, where they are most likely to succeed.

**Community Education:** The use of a collaborative response to ensure that teachers, students, administrators, parents, community members, and all those charged with keeping children safe continue to be vigilant of all the complex issues involving youth gangs and youth gang recruitment efforts.

### Bullying & Hazing Policy

#### Responsibilities for the Administrator:

- Investigate allegation of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to incidents whether the involved parties are students or staff members.
- Take appropriate actions to resolve the situation.
- Notify the appropriate law enforcement authorities, when necessary.
- Document the investigation, interventions and resolution.

#### Responsibilities of Staff and Student Rights:

- Teachers must discuss with their students relevant aspects of the Bullying & Hazing Policy.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.

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- A student has the right to report an incident(s) of bullying at any time without reprisal or retaliation.
- Bullying is a form of aggression in which a more dominant person(s) targets a specific person for the purpose of causing harm, fear or humiliation, and the behavior is unwanted and unprovoked on the part of the recipient.
- Bullying may be physical, verbal or electronic, and may be carried out in indirect ways, such as manipulating friendships, ostracizing classmates, or spreading rumors.

### Hate-Motivated Incidents

#### Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Submit hate-motivated incident/hate crime report to the Local District office.
- Develop and implement educational programs and activities that foster human relations skills
- And combat behaviors of name-calling, harassment, discrimination, hate and bigotry.

### Sexual Harassment Policy

#### Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties.
- All known incidents of sexual harassment should be documented. The “Complaint Record: Student Sexual Harassment” form found in [Bulletin 3349.1, “Sexual Harassment Policy-Students,”](#) is to be utilized once a complaint investigation is concluded, and a copy of the complaint record is to be forwarded to the Educational Equity Compliance Office.
- For procedures regarding employee-to-employee complaints of sexual harassment refer to District [Bulletin 1893.1 “Sexual Harassment Policy \(Employees\).”](#)
- Students and/or parents who file a complaint are to be informed of any remedial or corrective actions that are instituted to resolve the complaint.
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle. There are both informal and formal processes described in responding to such complaints as outlined in [Bulletin 3349.1, “Sexual Harassment Policy \(Students\).”](#)

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### Title IX-Gender Equity

#### Key Elements:

Students have the right to equal learning opportunity in their school.

Students may not be required to take and/or may not be denied enrollment in a course because of sex, sexual orientation, or gender.

- Students shall be provided with counseling and guidance that is not discriminatory.
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited.
- Students and/or parents who file a complaint are to be informed of the findings of the complaint.
- Schools shall offer female and male students equal opportunities to play sports.
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes.
- No student applying for enrollment will be subject to discrimination on the basis of that student's pregnancy, childbirth, termination of pregnancy, or recovery.
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant for filing of a complaint.
- The informal and formal processes for investigating the complaints are found in [Bulletin 3349.1, "Sexual Harassment Policy."](#)

#### Intergroup Relations

##### Responsibilities of the Administrator:

- Designate a person(s) who may serve as a human relations coordinator of activities and services.
- Conduct a schoolwide assessment using surveys and dialogue questions provided by the Office of Human Relations, Diversity and Equity.
- Have in place a procedure where rumors may be reported and investigated. A mechanism such as a "problem box" could be centrally located and monitored regularly by an LAUSD designated staff member.
- Have in place a communication system that emphasizes facts and dispels rumors about people or events.
- Provide ongoing activities to support and encourage students, staff, and parents to intermingle for the purposes of promoting an appreciation of diversity and building community. Activities and resources are available from the Office of Human Relations, Diversity and Equity Tool Kit.

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- Trainings and workshops may be provided by LAUSD's Office of Human Relations, Office of Educational Equity Compliance, and a variety of other approved local government or community organizations.
- Designate a point person(s) and procedures for managing peaceful resolutions of conflicts (e.g., LAUSD Restorative Justice Program, Peace Builders, and Safe School Ambassadors).

### Gang Risk Intervention

#### Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Develop a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

### School-Site Crisis Team

#### Responsibilities of the Administrator:

- Establish a School-Site Crisis Team.
- When additional assistance is needed, call the Local District Operations Coordinator for the support of the Local District Crisis Team.

### Suicide Prevention, Intervention and Postvention

#### Responsibilities of the Administrator:

- Respond to all reports of student at risk for suicide immediately.
- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Establish a safe, respectful and welcoming school environment.
- Ensure that the Suicide Prevention, Intervention and Postvention Policy ([Bul 2637.2](#)) is implemented.
- Document actions electronically on iSTAR, including the completion of the Risk Assessment Referral Data (RARD) tab. Update the report, as necessary.

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### Responsibility of all District employees:

- Inform the school site administrator/designee immediately of any concerns, reports or behaviors relating to student suicide or self-injury.
- Adhere to the Suicide Prevention, Intervention and Postvention (SPIP) policy and act in accordance with the policy.

### Student Threat Assessment and Management

#### Responsibilities of the Administrator:

- Establish a multi-disciplinary School-Site Threat Assessment Team. Including a school administrator, School Police Officer and mental health professional, such as the school counselor, school psychologist, social worker, or PSA counselor.
- Establish a safe and respectful school environment.
- Ensure that the [Threat Assessment Management Policy](#) (Bul-5799.0) is implemented, including all applicable protocols.
- Document all actions on ISTAR and update the report, as necessary.

#### Responsibilities of all District employees:

- Adhere to the [Threat Assessment and Management Policy](#) (Bul-5799.0) and act in accordance with the policy.
- Report any suspected threats to the site administrator or designee immediately.
- Cooperate in the investigation of complaints by providing relevant information.

### Employee or Associated Adult Workplace Violence, Bullying and Threats

#### Responsibilities of the Administrator:

- Establish a multi-disciplinary School-Site Threat Assessment Team, including a school administrator, School Police Officer and mental health administrator, such as the LD School Mental Health Coordinator.
- Establish a safe and respectful school or workplace environment.
- Ensure that the [Workplace Violence \(WPV\) Policy \(Bul-5610.0\)](#) is implemented.
- Investigate and respond to any verbal or written reports of violence, bullying or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.
- Document all actions on iSTAR and update the report, as necessary.

#### Responsibilities of all District employees:

- Adhere to the [Workplace Violence \(WPV\) Policy \(Bul-5610.0\)](#) and act in accordance with the policy.



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- Promptly report any suspected workplace violence behaviors to your site administrator or designee by completing the Workplace Violence Complaint Form, Attachment D of [Bul- 5610.0](#).
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Discipline Foundation Policy <http://Disciplinepolicy.lausd.net>

### Responsibilities of the Administrator:

- Assume a leadership role in School-wide Discipline Review Team. Everyone has a stake in responsible, respectful, safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the School Discipline Review Team; support and monitor the Team's implementation of the School-wide Discipline Plan; evaluate the outcomes; and modify strategies as needed.
- Ensure school procedures effectively support the collection of data that accurately reflect students' behavior needs.
- Inform at the beginning of each academic year or as students enroll all students and parents/guardians about the school's behavioral expectations, responsibilities, and procedures.
- Ensure that students, parents/guardians, and staff have access to copies of the School-wide Discipline Plan, that students understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Observe all due process rights when working with students whose behavior impedes learning or the learning of others, suspending a student, issuing an opportunity transfer to a student, or recommending that a student be expelled.
- Provide staff development on strategies, methods, and tools of implementing the School-wide Discipline Plan.

### Responsibilities of Discipline Staff:

- Identify, teach, model, and reinforce behavioral expectations and correct misbehavior.
- Utilize office referral data and other disciplinary data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, SST, COST, IEP, to develop behavior support plan for students who exhibit behavioral challenges and implement the behavior support plan.
- Partner with parent/guardian and engage in parent education if necessary to bring about changes in student behavior.

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### Discipline Designee (Formal Discipline)

#### Responsibilities of the Administrator:

- Ensure that the District policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation and school-site procedures of student suspension and expulsion.
- Students are only to be suspended from school when he/she has committed an act listed under Education Code section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
- Ensure that recommendations for expulsion are pursued when students violate Education Code 48915(c). Refer to Matrix for Student Suspension and Expulsion Recommendations.
- Do not suspend a student in absentia (i.e., suspend the student when the student is not present).
- Refer to [Bul-5655.3 Guidelines for Student Suspension](#).
- Students shall not to be suspended from school for any reason for more than five consecutive school days. Refer to Education Code 48911.
- Students in the general education program, including students served under a 504 Plan, shall not to be suspended for more than 20 school days in any school year or 30 days if the student transfers to another school. Refer to Education Code 48903.
- Students with disabilities shall not be suspended for more than 10 days in any school year.
- Refer to the Special Education Policies and Procedures Manual.
- Once a student has been issued a suspension, the suspension can only be rescinded by the Local District Administrator through an appeal process. The school site is not able to rescind suspensions. Refer to [Bul-5655.3 Guidelines for Student Suspension](#).
- Ensure that the school sends a certificated staff member and appropriate witness(es) to present an expulsion case or testify at the expulsion hearing.
- The school is responsible for sending a certificated staff member and appropriate witnesses to present the case or testify at the ERC hearing.

#### Responsibilities of Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff including law enforcement, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian in a timely manner whenever his or her child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into Student Information System (SIS) and record all remedial interventions.

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- Advise the parent/guardian regarding the appeal process whenever the parent/guardian disagrees with the administrator's decision to suspend.
- Do not practice "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice) Refer to [Bul-5655.3 Guidelines for Student Suspension](#).

A teacher may suspend a student from class for any of the acts enumerated in Education Code 48900.

1. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. [Bul-5655.3 Guidelines for Student Suspension](#) and Education Code 48910.
2. A student shall not be placed in another regular class during the period of suspension.
3. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than one class per day, he or she must attend the classes from which he or she was not suspended. Refer to Education Code 48910.
4. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to Education Code 48910.
5. School staff may assign a student who was suspended for any of the reasons enumerated in Education Code 48900 and 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to Education Code 48911.1.
6. Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Education Code 48900.3); engaged in harassment, threats, or intimidation against a pupil or a group of pupils, or school district personnel (Education Code 48900.4); or made terroristic threats against school officials or school property or both (Education Code 48900.7) are precluded by law for in-school suspension (Education Code 48911.1).

### Opportunity Transfer Guidelines:

- Opportunity Transfer (OT) for discipline may be issued either for a single serious act or as part of progressive discipline. Prior to implementing an OT for a student for progressive discipline, the school must have first implemented a systematic approach to behavioral change (which may include a behavior support plan, mentoring, and behavioral contracts).
- An OT may not exceed one calendar year unless both the parent and the school agree.

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- Opportunity Transfers for disciplinary reasons may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school.
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an OT is cancelled, the sending school must ensure that the student has reenrolled.
- There is no such thing as an "OT" for a student with disabilities. In order to ensure a change of placement is appropriate, an IEP team must convene and conduct a thorough review of the student's program and services, including a "manifestation determination" to ensure that the student's Behavior Support Plan (BSP) is appropriately developed or modified.
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Act) prohibits schools from transferring a student with an IEP for discipline if a parent disagrees with the IEP (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons or drugs.)

### Expulsion Guidelines:

- School principals are required to recommend the expulsion of any student who engages in behavior described in E.C. Section 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day his or her suspension is over (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive pre-expulsion IEP must be conducted, which includes a manifestation determination, prior to recommending that a student with an IEP be expelled.
- No student can be expelled by the Board of Education unless evidence, in the form of oral testimony, is presented at the District's administrative (Expulsion Review Committee [ERC]) hearing.
- The school is responsible for sending a certificated staff member and appropriate witnesses to present the case or testify at the ERC hearing. 5.3 Ed. Code 49079

### Maintenance of E.C. 49070 Information:

- Each teacher informed of E.C. 49079 students shall be advised of the opportunity to review the student's file and shall be admonished regarding the confidentiality of information.
- E.C. 49079 information can be obtained from the following District-maintained records: student expulsions, opportunity transfers, school suspensions, classroom suspensions, arrest reports, or Juvenile Court notices. This information is to be documented in the student's yellow discipline folder in accordance with District policy.
- Pupil Accounting Reports (PAR), other formal District documents, and law enforcement or Juvenile Court notices shall be included in the E.C. 49079 file.

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- Notice of E.C. 49079 shall be inputted into the Student Information System (SIS).
- Any information received under this law shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher, counselor, or administrator. Any intentional violation of the confidentiality provisions of this law is a misdemeanor.
- Information received from the court under the Welfare Information Code Section 827 shall be maintained in the school's E.C. 49079 file, but the court's form must be destroyed by school authorities twelve months after its receipt from the court or twelve months after the minor returns to public school, whichever occurs later.

### Guidelines When a Student Described in E.C. 49079 Is Transferred to Another LAUSD School:

- A Pupil Accounting Report (PAR) ID must be issued.
- Section One (1) must be completed.
- "E.C. 49079" shall be noted in Section Two (2)-"additional comments."
- Applicable portions of Section Four (4) must be completed.
- Within five school days of the student's enrollment, the receiving school shall request from the sending school, copies of information regarding the E.C. 49079 yellow file of the student.
- District offices responsible for assigning expelled or reinstated students must immediately notify the principal of the newly assigned school.

### Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of Grades K through 12 has been found by the court to have committed any of certain specified offenses.
- It is required that the information furnished be expeditiously transmitted to any administrator, counselor, or teacher who has direct supervisory or disciplinary responsibility over the minor and who is deemed to need the information in order to work with the student in an appropriate fashion to avoid being needlessly vulnerable, and/or to protect other persons from needless vulnerability.

### Student Dress Code/Uniform Policy

#### Key Elements:

- A committee composed of representatives from all stakeholder groups will revise policies on dress code and on uniforms yearly.
- A student's dress and grooming shall not cause distraction from or disturbance of any school activity.

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- The manner of a student's dress and/or grooming must not create a hazard to health or safety.
- Consistent with the above guidelines, hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design, as determined by the student and his or her parents.
- If possible, to assist parents in purchasing clothes for the upcoming year, dress code/uniform policies will be communicated to students and parents prior to the beginning of the academic year. If this is not feasible, said policies will be communicated at the beginning of the school year and to new enrollees at the time of their enrollment.

### 2.8.3 Attendance and Dropout Prevention

Responsible Administrator:

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that a comprehensive School Attendance Plan has been developed that involves all school staff, including teachers, nurse, counselors, PSA, etc., as well as appropriate community
- Health or other agencies. For a template to develop a comprehensive Attendance Plan and Dropout Prevention Plan, please visit the Pupil Services Website at <http://pupilservices.lausd.net/>.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the Pupil Services and Attendance Counselor or designated staff member is responsible for coordinating efforts on truancy and tardiness abatement.

Responsibilities of the Teacher:

- Ensure that phone calls to home are made (teacher or other designated staff) when students are absent.
- Ensure that attendance is submitted the first 15 minutes of each class or period.
- Ensure that all reason codes and times (if applicable) are entered.

E.C. Section 48200-Compulsory Attendance Law:

Each person between the ages of 6 and 18 years not exempted shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school

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or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

### E.C. Section 48260-Definition of Truancy:

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

### Anti-Loitering/Truancy Ordinance:

The LAUSD and the Community Development Department at 13 Youth Worksource Centers in collaboration with the Los Angeles School Police Department and the Los Angeles Probation Department, through the Truancy Diversion Program (TDP), will serve as an intervention and diversion alternative to citing students in violation of the daytime curfew. The TDP will assist in reducing daytime curfew citations and guide youth through an assessment and self-inventory process that helps them identify their interests, preferences, motivations, educational options and assesses the root causes of their attendance-related issues.

If the minor fails to complete the Diversion program within the time allotted, the law enforcement agency issuing the Diversion form will be notified. The law enforcement agency will then issue a citation to the minor which may require a court appearance.

### Early Intervention Dropout

#### Responsibilities of the Administrator:

- Ensure that the Pupil Services and Attendance (PSA) Counselor or a designated staff member is responsible for coordinating efforts on dropout prevention and recovery.
- Ensure that all school staff have read and follow Bulletins: [BUL-3720.0 Dropout Prevention and Intervention and Recovery Strategies](#), [BUL-3833.1 Closing the Achievement Gap](#), [BUL- 4926.2 Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools](#), and [BUL-6231.0 Discipline Foundation Policy](#).
- Ensure school staff are trained and have access to LAUSD systems such as MyData, ESIS, SSIS, ISIS as well as classroom referrals to help identify and monitor/track at-risk students.
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust to their new school environments.
- Ensure that the school climate welcomes and invites parent involvement through the use of a parent center, parent conferences, parent meetings, phone calls to parents, and

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that selected staff makes home visits when necessary to engage parents in their student's educational needs.

- Administration in conjunction with support staff utilize the [Bul 3720.0](#) assessment tool to identify any areas in which the school needs to improve best practices for dropout prevention, intervention, and recovery.
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance and dropout information in order to make decisions at the school regarding student-intervention programs and policies.
- Ensure the multidisciplinary team consists of Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

### Responsibilities of the Multidisciplinary Team:

- Meet regularly to discuss coordination of services.
- Assess student and school data, establish a uniform referral process, and provide consistent follow-up on referrals.
- Responsibilities of Staff:
- Staff is trained and is aware of District mandates and procedures with respect to Dropout Prevention and Recovery.
- School staff identifies and monitors students who are not making progress and inform instruction in order to make needed adjustments to support student academic functioning.
- Collaborate in the delivery of services to students.
- Be aware and utilizes resources both within the school and in the community.
- School staff systematically monitors, update, and review student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

### Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-risk students to educational alternative placements (using the Guide to Educational Alternative Placements for At-Risk Students) such as, but not limited to, community college classes, continuation schools, AEWs, Charter schools, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-risk students and utilize available resources to assist those students-such as training on how to complete accurate enrollments and checkouts in SIS and ISIS, how to identify at-risk students based on multiple risk factors (using the MyData), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to



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necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.

- Ensure that their school has a variety of different academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, CAHSEE Boot Camp, intersession classes and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into the SIS and ISIS systems upon enrollment and check-out (i.e. correct leave/enrollment codes are being used, field 212 is updated upon every check out, and student records are sent to the next school of enrollment in a timely manner).
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at-risk of school failure and dropping out of school.

### Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.) and link those students and parents up to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

### System to Recover, Enroll, or Provide Alternative Education Referrals

#### Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students from the three potential dropout lists that are provided three times a year (February, May, and September) to school principals.
- Ensure that staff is trained and follow all Bulletins, Memos, and Reference Guides regarding LAUSD policy for CASHEE non-grads and 5th year seniors.
- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Require SIS coordinators to run monthly reports on all checkouts each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Stress to staff the importance of accurate record keeping and tracking.

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### Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, Reference guides, and memorandums relating to the input of student information into SIS or ISIS.
- The multidisciplinary team utilize the “Potential Dropout List Protocol” provided by the Pupil Services Unit to assist them in clearing students off their potential dropout lists.
- Staff provides to parents/guardians and students information about the educational alternative options available to help them be successful in school.

### **2.8.4 Parent and Community Involvement**

Parents are encouraged to provide a healthy diet and to promote physical activity for their child. Parents are also encouraged to participate in the planning for their child’s academic progress/success. School-based resources should be utilized by parents to support their child’s academic achievement. Promoting community-based programs on campus will also benefit parents.

### 3. Incident Command System

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## 3. Incident Command System

### 3.1 Incident Command

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters nationwide. LAUSD also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the ICS School Organization Chart in the chart at the end of this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

All District employees, and especially those staff members assigned to an ICS team, are highly encouraged to download the emergency plan app. It is also recommended that team members and other District employees take CERT training. Disaster supplies lists can be found in [REF 5451.2 School Site Emergency/Disaster Supplies](#). LAUSD personnel can learn more about ICS by taking online video training courses STEPS\_400, 420 and 421, available through the Learning Zone. Additional on-line Emergency Management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at <http://achieve.lausd.net/fema>.

**Command** WELSH, MELANIE; KESSLER, MICHAEL

During an emergency, the Incident Commander is responsible for setting the response objectives and directing activities from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the principal, as the Incident Commander. The principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison, as needed. The Incident Commander should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART - Specific, Measurable, Achievable, Relevant and Timely.

**Planning/Intelligence** TERZIAN, VATCHE; FRANCO, MIGUEL

During an emergency, ICS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and

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actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by two staff members, one involved with “Documentation” and the other with “Communications”. Both of these positions, if assigned at the discretion of the principal, will report directly to the Incident Commander (principal) unless a Planning/Intelligence Chief is assigned. The ICS Planning and Intelligence Section also predicts future needs and trends and constantly answers the following questions:

- “How big is this problem?”
- “Who is affected?”
- “What are we going to need in the next hour, day or week?”

Planning and Intelligence people are forward thinkers. They like to seek out facts and make predictions. A natural choice may be librarians or history teachers.

#### **Operations** SANTILLAN, SERGIO; LEACH, JOHN

Under ICS, all tactics for the emergency response are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within LAUSD, these activities are performed by the following teams: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams. Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers”.

#### **Logistics** SERRANO, DIEGO; NAHUE, BELARMINO

The Logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within LAUSD, these activities are performed by Supply/Equipment Team.

The Logistics section deals with resources. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters”. A natural choice may be your plant manager or supply clerk.

#### **Finance/Administration** NAZARETIAN, NELLIE; FREEMAN, MARIA

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the “Payers”. They will keep track of personnel time and costs. A natural person for this function would be your payroll clerk who knows everybody on campus. Another choice may be your financial manager.

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Figure 2.1 presents an Emergency Management Organization Chart modeled after ICS and adapted for LAUSD schools. The organization depicted on the chart can be expanded or abridged to meet the scope of the emergency. Not every emergency will require all of the teams listed on the chart.

ICS can be adopted for schools with limited personnel. If no one is assigned to a ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the Incident Commander may not assign a person to be in charge of finance. In that case, the Incident Commander is still responsible for the financial documentation.

#### 3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the Incident Commander. The Command Team includes the school's Public Information Officer and the Safety Coordinator. The team leader for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration) also report to the Incident Commander. The Incident Commander sets goals and objectives for the activities of all other teams.

##### Team Assembly Location

Inside: Volleyball Courts

Outside: Reseda Park

#### 3.2.1 Incident Commander WELSH, MELANIE; KESSLER, MICHAEL

The Incident Commander (principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Local District Administrator of Operations and central staff.

#### 3.2.2 Public Information Officer WELSH, MELANIE; KESSLER, MICHAEL

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Posting approved messages to Blackboard Connect for parents
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media and District Communications

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- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation

#### **3.2.3 Safety Coordinator** TERZIAN, VATCHE; KESSLER, MICHAEL

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Stopping any and all unsafe activities
- Periodically checking with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

#### Supplies and Equipment for Command Team

- School Emergency Response Boxes ([REF 5450.1 School Emergency Response Boxes](#) )
- Copy of the Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff e-mail lists

Master keys – Note: These must be kept in a very secure location or with specific authorized individuals

- Copies of staff and students rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

### **3.3 First Aid/Medical Team**

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and that first aid and triage is rendered during an emergency.

#### **Assignments**

First Aid/Medical Team Leader: ALEJANDRIA, ZENAIDA

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Alternate Team Leader: JUE, GLORY

First Aid/Medical Team Member:

First Aid/Medical Team Member:

School Nurse: ALEJANDRIA, ZENAIDA

Team Assembly Location

Inside: Baseball Field

Outside: Reseda Park

#### **First Aid/Medical Team Leader**

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with Operations to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up First Aid/Medical treatment and/or triage areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients
- Periodically keeping Operations informed of overall status
- Completing the Injury Report

#### **First Aid/Medical Team Members**

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. All team members should have First Aid/CPR/AED training. Supplemental online training course STEPS 213 is offered through the Learning Zone. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue
- Triage/First Aid Response
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to First Aid/Medical Team Leader
- Recording information on transport to hospital by first responders
- Supplies and Equipment for First Aid/Medical Team
- Vest or position identifier
- First aid supplies

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- Non-Latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report

In a disaster, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Safe School Plan.

#### **3.4 Psychological First Aid/Crisis Team**

The Psychological First Aid Team, or Crisis Team, is responsible for the social-emotional well-being and safety of all students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency, pursuant to the District's *Crisis Preparedness, Response and Recovery* policy.

#### **Assignments**

Psychological First Aid Team Leader: REPECKA, KATHLEEN

Alternate Team Leader: BERGER, SHELLY

Psychological First Aid Team Member:

Psychological First Aid Team Member:

Team Assembly Location

Inside: Reseda Park

Outside: Basketball Courts

#### **Psychological First Aid Team Leader**

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with Operations to identify concerns and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and ensuring appropriate training is provided. Information is available in the District's *Crisis Preparedness, Response and Recovery* Bulletin. Supplemental online training courses STEPS 212 and 409 are offered through the Learning Zone.



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#### **Psychological First Aid Team Members**

The members of the Psychological First Aid Team are responsible for monitoring the social-emotional safety and well-being of the students and staff in the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid Team may include:

- Psychological triage/first aid
- Supporting other teams as needed
- Coordinating with Operations to provide water and food to students and staff when necessary
- Providing reassurance to students
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident

#### Supplies and Equipment for the Psychological First Aid Team

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens and pencils

### **3.5 Search and Rescue Team**

The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams at a school. Each team must have four members.

#### **Assignments**

Search and Rescue Team Leader: LEACH, JOHN

Alternate Team Leader: SANTILLAN, SERGIO

SAR Team 1 Members: LEACH, JOHN; SANTILLAN, SERGIO; MOOSE, ROBERT; BAUCUM, REGINA

SAR Team 2 Members: AMAYA, CARLOS; ARREOLA, ALONSO; WELLS, ANDREW; SADEGHI, SINA

SAR Team 3 Members: PENROD, HEATHER; MARTINEZ, ULYSSES; KLINE, KEVIN;

SAR Team 4 Members: SPRINGER, JOHN; FERNANDEZ, FERNANDO; RUTTER, MATT;

#### Team Assembly Location

Inside: Service Road

Outside: Reseda Park

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#### **Search and Rescue Team Leader**

The Search and Rescue Team Leader is responsible for directing team activities, keeping Operations informed of overall status, and coordinating appropriate training. Supplemental online training course STEPS 214 is offered through the Learning Zone. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

#### **Search and Rescue Team Members**

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to Team Leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the Utilities Team and Fire Suppression Team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the Team Leader the location, number, and condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

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#### Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

#### **3.6 Security/Utilities Team**

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with Operations as required. Close coordination with the Reunion Gate Team is necessary to safely reunite students with their parents or lawful guardians. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. This team includes participation by the school police officer or school security officer, campus aides, and members of the custodial and cafeteria staff.

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#### **Assignments**

Security/Utilities Team Leader: FRANCO, MIGUEL

Alternate Team Leader: SERRANO, DIEGO

Security/Utilities Team Member: BRECEDA, EDWARD

Security/Utilities Team Member:

Team Assembly Location

Inside: Senior Quad

Outside: Reseda Park

#### **Security/Utilities Team Leader**

The Security/Utilities Team Leader is responsible for directing team activities and interacting with Operations to identify problems and report status, and coordinates appropriate training. The Security/Utilities Team Leader is also responsible for contacting the Planning and Intelligence Section that will, in turn, notify local utility companies (water, electricity, gas, sewer) as needed.

#### **Security/Utilities Team Members**

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut-off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary
- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys

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- Hand-held two way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

#### **3.7 Supply/Equipment Team**

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with the supplies cached in the emergency bin and cafeteria storage room.

##### **Assignments**

Supply/Equipment Team Leader: SERRANO, DIEGO

Alternate Team Leader: NAHUE, BELARMINO

Supply/Equipment Team Member:

Supply/Equipment Team Member:

Team Assembly Location

Inside: Plant Managers Dock

Outside: Reseda Park

##### **Supply/Equipment Team Leader**

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring food/shelter/care
- Work with Planning & Intelligence Coordinator to determine the length of time care will be needed
- Inventory supplies on hand

##### **Supply/Equipment Team Members**

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

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- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

#### Supplies and Equipment for Supply/Equipment Team

- Hand-held two way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

### **3.8 Assembly Area Team**

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to Operations. Operations will then relay reports of missing students to the Search and Rescue Team.

#### **Assignments**

Assembly Area Team Leader: CASTANEDA, PHYLLIS

Alternate Team Leader: LAI, ERIKA

Assembly Area Team Member: HORI, FRANCES

Assembly Area Team Member: FREEMAN, MARIA

Team Assembly Location

Inside: Volleyball Courts

Outside: Reseda Park

#### **Assembly Area Team Leader**

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

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#### **Assembly Area Team Members**

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents arrive
- Gathering Missing Persons Report from each teacher and submitting forms to the Assembly Area Team Leader
- Assisting the Reunion Gate Team as required

#### Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms

### **3.9 Request and Reunion Gate Teams**

#### **Request Gate Team**

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

#### **Assignments**

Request Gate Team Leader: CAYEN, ALISE

Alternate Team Leader: GONZALEZ, ALBA

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: Tennis Courts

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#### **Request Gate Team Leader**

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status, and coordinating appropriate training. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through the Learning Zone.

#### **Request Gate Team Members**

The members of the Request Gate Team are responsible for greeting parents/guardians/designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing parents, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification
- Directing parents or guardians to the Reunion Gate
- Dispatching student runners to Assembly Area to escort students whose parents have come to claim them

#### Supplies and Equipment for Request Gate Teams

- Keys to Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms

#### Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be re-assigned by the Operations Section Chief to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms etc.) for the additional Request Gate Team members so that additional stations can be opened.



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- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school.
- Ensure that there are sign making supplies to allow for reorganization.

#### **Reunion Gate Team**

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the Psychological First Aid Team and Security Team may be asked to assist the Reunion Gate Team. In the event that a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team stay with the parent and assist them.

#### **Assignments**

Reunion Gate Team Leader: CANCHOLA OCHOA, LETICIA

Alternate Team Leader: WEISS, TRANG

Reunion Gate Team Member:

Reunion Gate Team Member:

Team Assembly Location

Outside: Tennis Courts

#### **Reunion Gate Team Leader**

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems, request additional personnel, and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

#### **Reunion Gate Team Members**

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate
- Verifying identification and authenticity of reunification forms

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- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school
- Completing Student Release Log and submitting them to the Reunion Gate Team Leader

#### Supplies and Equipment

- Hand-held two way radios
- Tables and chairs
- Office Supplies –pens, paper, clipboards, release forms, etc.
- Student Lists
- Flashlights
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log

### **3.10 Fire Suppression/Hazmat Team**

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with Operations. Team members complete the Damage Assessment Report Forms. Operating a fire extinguisher is covered in STEPS 201, available on the Learning Zone.

#### **Assignments**

Fire Suppression and HazMat Team Leader: SERRANO, DIEGO

Alternate Team Leader: NAHUE, BELARMINO

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: Storage Center

Outside: Reseda Park

#### **Fire Suppression and HazMat Team Leader**

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms from the Team Members and having forms readily available to Operations.

#### **Fire Suppression and HazMat Team Members**

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The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Evaluating potential release of chemicals
- Identifying damaged areas on the Damage Assessment Report Form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
  1. Class A, B or C for ordinary combustibles
  2. Class B or C for fires involving flammable liquids
  3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

#### Supplies and Equipment for the Fire Suppression and HazMat Team

- Vest or position identifier
- Hard Hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two way radios
- Master keys on lanyard
- Clipboard with job duties and Damage Assessment Forms
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools.
- Site maps

#### **3.11 Documentation/Communications Position**

The Documentation/ Communications Position works under the Planning and Intelligence Section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

#### **Assignments**

Documentation Staff Member: FREEMAN, MARIA

Alternate Documentation Staff Member: WARREN, MARJORIE

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#### Assembly Location

The Documentation/Communication Staff Member will report to the Command Post.

#### **Roles and Responsibilities**

The Documentation/Communication Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section for status updates.
- Documenting all communications with the Local District Operations Center (LDOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.
- The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:
  - Listening to District AM/FM/Ham radios for information.
  - Send Blackboard Connect messages to students and staff
  - Send updates on Twitter, Face book and other internet accounts
  - Monitor other forms of social media communication (Twitter, etc)
  - Updating site maps as reports and other information are received.
  - Preserving maps as legal document.
  - Using area-wide map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
  - Developing situation reports for the Incident Command Team.

#### **Supplies and Equipment for the Documentation Position**

- Hand-held radios
- File boxes
- Paper, pens
- AM-FM battery radios/Portable TV
- Damage Assessment Reports
- Maps of event by the hour

#### **Supplies and Equipment**

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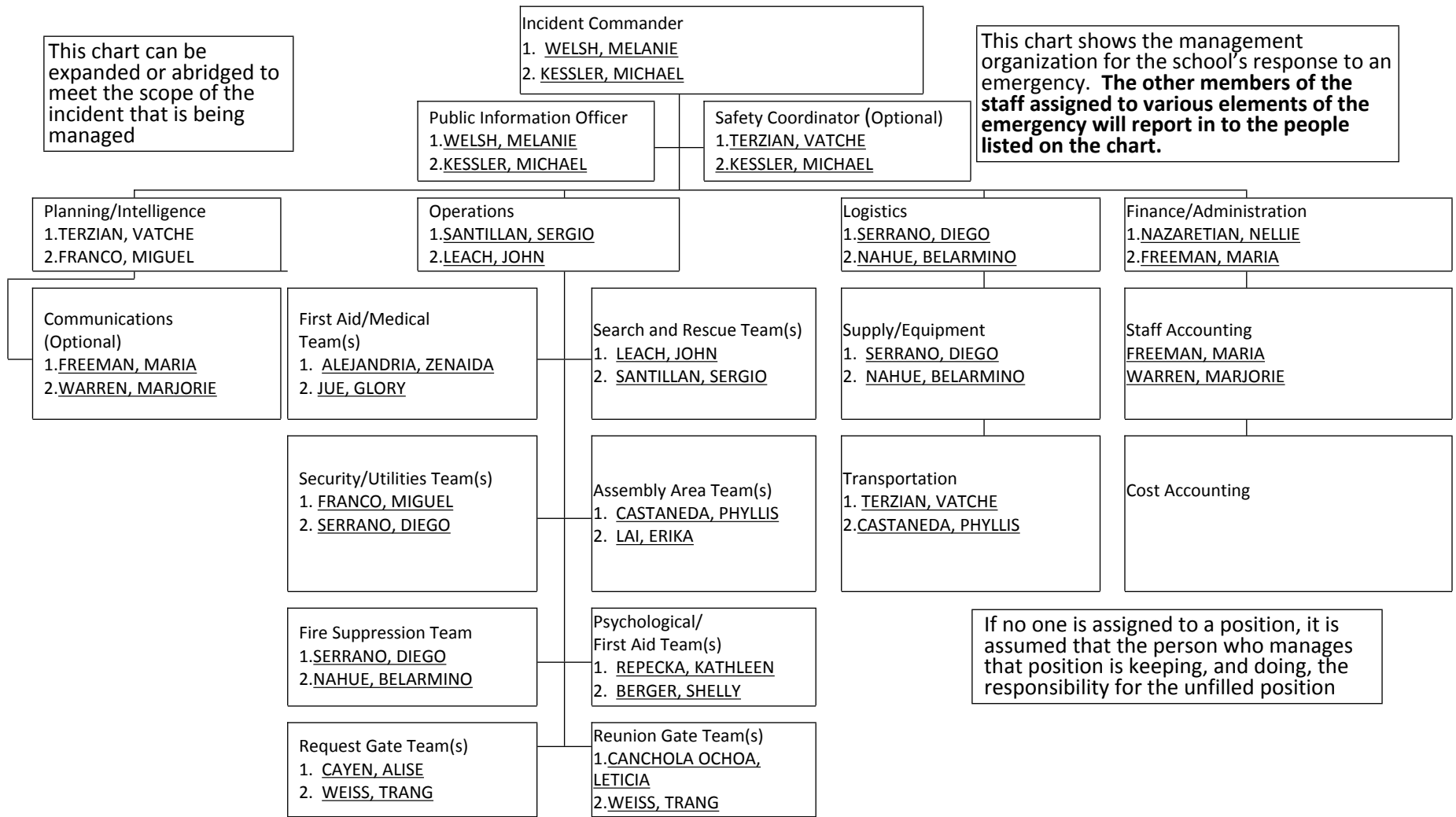
### 3. Incident Command System

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7. Hand-held radios
8. Info/access to Blackboard Connect, internet, cell phones, etc
9. AM-FM battery radios / portable TV
10. Paper, pens, dry-erase pens
11. File box(es)
12. Large site map of campus, laminated or covered with plastic
13. Map of county or local area

### 3.13 School ICS Team Leads Chart

#### RESEDA SENIOR HIGH EMERGENCY MANAGEMENT ORGANIZATION CHART



The Incident Command System

*Note: This Organization Chart is based on ICS, and adapted for LAUSD use. The Principal and School Safety Committee should use discretion in making further Modifications to address specific needs of the school. The first name in the box represents the primary responsible person; the second name denotes the backup.*

## 3. Incident Command System

**3.14 School Site Crisis Team Chart**

This chart provides examples of crisis team positions, roles and responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
<b>Incident Commander</b>	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	WELSH, MELANIE	KESSLER, MICHAEL
<b>Crisis Team Leader</b>	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	KESSLER, MICHAEL	ALEJANDRIA, ZENAIDA
<b>Public Information Officer (PIO)</b>	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	WELSH, MELANIE	KESSLER, MICHAEL
<b>Psychological First Aid</b>	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	REPECKA, KATHLEEN	BERGER, SHELLY
<b>First Aid/Medical</b>	Ensures that first aid supplies are available and performs medical first aid/triage.	ALEJANDRIA, ZENAIDA	JUE, GLORY
<b>Security</b>	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	FRANCO, MIGUEL	SERRANO, DIEGO
<b>Request Gate</b>	Processes requests for student pick-up.	CAYEN, ALISE	GONZALEZ, ALBA
<b>Reunion Gate</b>	Reunites students and parents at Reunion Gate.	CANCHOLA OCHOA, LETICIA	WEISS, TRANG
<b>Logistics</b>	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	SERRANO, DIEGO	NAHUE, BELARMINO
<b>Communications</b>	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information.	FREEMAN, MARIA	WARREN, MARJORIE

**\*The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

## 3. Incident Command System

**3.15 School Site Suicide/Threat Risk Assessment Team Chart**

This chart identifies the three members of the suicide/threat risk assessment team and their responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
<b>Administrator</b> (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals and safety planning.	TERZIAN, VATCHE	FRANCO, MIGUEL
<b>Mental Health Professional</b> (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Brings mental health and trauma expertise in working with students & families.	BERGER, SHELLY  (Student Suicide/Threat Risk Assessment)	KESSLER, MICHAEL  (Student Suicide/Threat Risk Assessment)
		SHAPIRO, LESLEY  (Adult Workplace Violence Risk Assessment)	AMAYA, CARLOS (Adult Workplace Violence Risk Assessment)
<b>Law Enforcement</b> (Los Angeles School Police Officer-resident or patrol officer; Los Angeles Police Department; LA County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	Officer Gill	Miguel Franco



## 3. Incident Command System

**3.16 School Emergency Contacts Chart**

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and employees in the event of an emergency:

<b>Title/Role</b>	<b>Name</b>	<b>Work Number</b>
<b>Principal</b>	WELSH, MELANIE	
<b>Assistant Principal 1</b>	ORNELAS, MELISSA	(818) 758-3613
<b>Assistant Principal 2</b>	CASTANEDA, PHYLLIS	(818) 758-3623
<b>Assistant Principal 3</b>		
<b>Assistant Principal 4</b>	TERZIAN, VATCHE	(818) 758-3600
<b>Administrator Assistant</b>	FREEMAN, MARIA	(818) 758-3611
<b>Cafeteria Manager</b>	AUTEN, REBECCA	(818) 758-3678
<b>Financial Manager</b>	NAZARETIAN, NELLIE	(818) 654-3715
<b>Plant Manager</b>	SERRANO, DIEGO	
<b>Custodian</b>	BALLESTEROS, FERNANDO	
<b>Custodian Closest to Site</b>	ANONGCHANYA, PRINCHAN	
<b>First Person on Campus in AM</b>	GUZMAN, EDIL	
<b>Last Person on Campus in PM</b>	NAHUE, BELARMINO	

## 3. Incident Command System

<b>Title/Role</b>	<b>Name</b>
<b>Search and Rescue Team 1</b>	
Team leader	LEACH, JOHN
Member 2/Alternate Leader	SANTILLAN, SERGIO
Member 3	MOOSE, ROBERT
Member 4	BAUCUM, REGINA
<b>Search and Rescue Team 2</b>	
Team leader	AMAYA, CARLOS
Member 2/Alternate Leader	ARREOLA, ALONSO
Member 3	WELLS, ANDREW
Member 4	SADEGHI, SINA
<b>Search and Rescue Team 3</b>	
Team leader	PENROD, HEATHER
Member 2/Alternate Leader	MARTINEZ, ULYSSES
Member 3	KLINE, KEVIN
Member 4	
<b>Search and Rescue Team 4</b>	
Team leader	SPRINGER, JOHN
Member 2/Alternate Leader	FERNANDEZ, FERNANDO
Member 3	RUTTER, MATT
Member 4	
<b>Security / Utilities Team</b>	
Team leader	FRANCO, MIGUEL
Member 2/Alternate Leader	SERRANO, DIEGO
Member 3	BRECEDA, EDWARD
Member 4	
<b>First Aid / Medical Team</b>	
Team leader	ALEJANDRIA, ZENAIDA
Member 2/Alternate Leader	JUE, GLORY
Member 3	
Member 4	
<b>Assembly Area Team</b>	
Team leader	CASTANEDA, PHYLLIS
Member 2/Alternate Leader	LAI, ERIKA
Member 3	HORI, FRANCES
Member 4	FREEMAN, MARIA
<b>Fire Suppression / HazMat Team</b>	

## 3. Incident Command System

<b>Team leader</b>	SERRANO, DIEGO
<b>Member 2/Alternate Leader</b>	NAHUE, BELARMINO
<b>Member 3</b>	
<b>Member 4</b>	
<b>Psychological First Aid/Crisis Team</b>	
<b>Team leader</b>	REPECKA, KATHLEEN
<b>Member 2/Alternate Leader</b>	BERGER, SHELLY
<b>Member 3</b>	
<b>Member 4</b>	
<b>Supply / Equipment Team</b>	
<b>Team leader</b>	SERRANO, DIEGO
<b>Member 2/Alternate Leader</b>	NAHUE, BELARMINO
<b>Member 3</b>	
<b>Member 4</b>	
<b>Request Gate Teams</b>	
<b>Team leader</b>	CAYEN, ALISE
<b>Member 2/Alternate Leader</b>	GONZALEZ, ALBA
<b>Member 3</b>	
<b>Member 4</b>	
<b>Reunion Gate Teams</b>	
<b>Team leader</b>	CANCHOLA OCHOA, LETICIA
<b>Member 2/Alternate Leader</b>	WEISS, TRANG
<b>Member 3</b>	
<b>Member 4</b>	
<b>Documentation / Communication</b>	
<b>Team leader</b>	FREEMAN, MARIA
<b>Member 2/Alternate Leader</b>	WARREN, MARJORIE
<b>Transportation</b>	
<b>Team leader</b>	TERZIAN, VATCHE
<b>Member 2/Alternate Leader</b>	CASTANEDA, PHYLLIS
<b>Administrative Search Coordinator</b>	
<b>Team leader</b>	TERZIAN, VATCHE
<b>Member 2/Alternate Leader</b>	FRANCO, MIGUEL
<b>Manager of School Emergency Response Box</b>	
<b>Team leader</b>	FISK, LISA
<b>Member 2/Alternate Leader</b>	PLACERES, GEOVANNI

## 4. Training and Exercises

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# 4. Training and Exercises

## 4.1 District Documents Concerning Emergencies

LAUSD documents relevant to school emergencies can be found on the [“LAUSD Emergency Documents”](#) page of the Emergency Services website.

## 4.2 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment at school. Emergency supplies will be maintained in each classroom and in a centralized location: [indicate location]

Emergency supply checklists are found in the appendices and the [Emergency Supply Reference Guide](#).

## 4.3 Training and Exercises

The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff members, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level(s). Exercises may range from basic fire and shelter-in-place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

## 4.4 Emergency Drills

In order to be adequately prepared, emergency drills should be executed and documented at <http://emergencydrills.lausd.net>. Training for all emergency procedures can be found through the STEPS program on the Learning Zone. The [LAUSD Emergency Drills and Procedures Reference Guide](#) has more information on emergency response actions and required emergency drills. Four types of emergency drills are required as indicated in the table below, along with the required frequencies by school level.

## 4. Training and Exercises

**Drill Frequency Table:**

<b>DRILL TYPE</b>	<b>ELEMENTARY</b>	<b>MIDDLE</b>	<b>SENIOR HIGH AND ADULT</b>
<b><i>Fire</i></b>	First week of school until proficient, then once per month, including summer school.	First week of school until proficient, then once per month, including summer school.	First week of school until proficient, then once per semester, including summer school.
<b><i>Earthquake (Drop/Cover/Hold On)</i></b>	Each month and summer school.	Each month and summer school.	Each month and summer school.
<b><i>Take Cover or "Drop"</i></b>	Review* once per semester, including summer school.	Review* once per semester, including summer school.	Review* once per semester, including summer school.
<b><i>Lockdown/ Shelter-in-Place</i></b>	Review* once per semester, including summer school.	Review* once per semester, including summer school.	Review* once per semester, including summer school.

**4.4.1 Fire Drill**

Signal: (Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

Fire Drill Procedures:

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area.
7. Take attendance.
8. Wait for the "all clear" signal – one long, steady bell – then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

## 4. Training and Exercises

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### 4.4.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal: The signal for the drill is the following PA announcement.

“Your attention, please. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should follow drop, cover and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”

#### Earthquake Drill Procedures

1. Initiate the DROP, COVER and HOLD ON action as described in Section 4.0.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.
5. Place head as far as is possible between knees; cover crown of the head with hands.
6. Stay in this position until shaking stops.
7. Teachers will direct students to return to their seats.

After an earthquake, students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

### 4.4.3 Lockdown Drill

Signal: The signal for the drill is the following PA announcement.

“Your attention please. There is a threat to your safety near the school. For everyone’s protection, all students should go into to the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions.”

#### Lockdown Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym, auditorium or multi-purpose room.
3. Move students to the most protected areas in the room and lock the door.
4. Have students face away from windows and keep their backs toward windows.
5. Close and lock all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades

#### 4. Training and Exercises

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6. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.

##### **4.4.4 Shelter-In-Place Drill**

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside.

Signal: The signal for the “Shelter-In-Place” drill is the following PA announcement:

“Your attention, please. Because we have received information regarding a hazard in the community, we are instituting shelter-in-place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

##### Shelter-in-Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym, auditorium, or multi-purpose room.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Cover any vents or holes with posters, paper or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
8. Turn off HVAC and cover vents.

## 5. Authorities and References

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## 5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

### 5.1 Legal Requirements

**California Senate Bill 187 (1997)** - Requires a comprehensive school safety plan with identified appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, update the plan annually, and adopt emergency procedures and policies.

**California Education Code Section 32282** - Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff in the drop procedures.

**California Education Code Section 35295-35297** - Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

**California Education Code Section 35294.1** - School safety plans may include an action plan with input from law enforcement, and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

**California Code of Regulations 560** - School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

### 5.2 Other Related Laws

**California Education Code 32040** - Requires each school to have a first aid kit.

**California Government Code 3100 (Disaster Service Workers' Act)** - All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor, or proclaimed by the Mayor.

**California Field Act of 1933** – Specifies stricter building codes for and more frequent inspections of public school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.



5. Authorities and References

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**No Child Left Behind (NCLB) Act of 2001 Title IV Part A (Safe and Drug Free Schools & Gun Free Requirements)** – Provides funding for schools to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment.

**California Code of Regulations Title 8 Section 3221** - sets forth the procedures for Fire Protection Systems.

**California Education Code 3200** - Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

LAUSD policies and guidance documents regarding emergencies can be found at <http://achieve.lausd.net/Page/2649>.

## 6. Functional Annexes

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# 6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively. Multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

Note: Only the Superintendent of the School District has the authority to cancel or close any LAUSD school.

Training for all emergency procedures can be found through the STEPS program on the Learning Zone. The [LAUSD Emergency Drills and Procedures Reference Guide](#) contains detailed information on emergency response actions and required emergency drills.

### 6.1 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander's Office at (213) 625-6631
- Local District Operations
- BlackBoard Connect messages to parents and/or staff
- ISTAR incident report

### 6.2 Accounting for all Persons

This action is taken to account for the whereabouts and wellbeing of all students, staff members and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors, during a lockdown, shelter-in-place, or other emergency where everyone is inside. Methods may include MISIS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

## 6. Functional Annexes

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### Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Leader.
3. The Assembly Area Team leader will compile a master accounting of all persons on campus, and make reports available to the Operations Section Chief and Incident Commander.

### 6.3 All Clear

This action is taken to notify staff and students that normal school operations can resume.

#### All Clear Procedures

1. The Incident Commander (principal) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. "Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation".
2. The Incident Commander will convene the school Psychological First Aid/Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. The Incident Commander will complete an iSTAR report to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

### 6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris, and is commonly used during an earthquake or explosion.

#### Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention please. We are having an earthquake. Drop, cover and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions."

## 6. Functional Annexes

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2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Online training about earthquakes is available on the Learning Zone in courses STEPS 202 and 402.

### 6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold on), or any emergency where the building and its contents are perceived to be a threat to student safety.

#### Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing students on the Missing Persons Report
5. Once assembled, teachers and students will stay in place until further instructions are given.
6. The Incident Commander will make appropriate notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

## 6. Functional Annexes

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Online training that includes building evacuation is available on the Learning Zone in courses STEPS 201 and STEPS 401. Fire alarm system training is available on the Learning Zone in STEPS course 418.

### 6.6 Lockdown

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 a lockdown, students are to remain in the locked classrooms or designated safe locations at all times.

#### Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom."
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal 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.
6. The Incident Commander will call the Los Angeles School Police Department Watch Commander's Office (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Supplemental online lockdown training courses STEPS 203, 302, and 403 is offered through the Learning Zone.

Details are available in the [LAUSD Lockdown and Rapid Relocation Procedures for All Schools Bulletin](#).

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## 6. Functional Annexes

### 6.7 Psychological Trauma/School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

As a result of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on the Learning Zone in courses STEPS 207 and 409.

#### OTHER IMPORTANT DEFINITIONS

##### Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

##### Psychological First Aid (PFA)

PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

#### MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the local district, District office, or a combination thereof (see Attachment A, Multi-Tiered Crisis Response Flow Chart).

##### A. Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team

## 6. Functional Annexes

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determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

### B. Tier II: Local District Crisis Response

The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

### C. Tier III: District Office Crisis Response

In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

## Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the Psychological First Aid/Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator, and request additional resources as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open or update an iSTAR report on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

## School Site Crisis Response

The following are general preparedness, response and recovery protocols for the administrator/ designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

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### A. Preparedness

#### 1. Establish a school site crisis team.

School site crisis team members should be comprised of school staff, such as administrators and out-of-classroom support staff. School site crisis team composition will vary by school and must be staffed by District personnel only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.

#### 2. Schedule regular school site crisis team meetings.

School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:

- a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
- b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
- c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan.
- d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact LD Operations administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
- e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
- f. Identify school and community-based resources.

### B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site.

#### 1. Ensure Campus/Office Safety

- a. Call 911 for immediate, emergency life threatening situations.
- b. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
- c. Secure site and implement lockdown, if necessary.
- d. Activate the ICS team, as needed.
- e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.



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### 2. Determine Facts

Consider some of the following questions when gathering information to determine the appropriate response for the situation:

- a. What happened?
- b. Who was involved?
- c. How were they involved?
- d. How did it happen?
- e. Where and when did it happen?
- f. What caused the crisis?
- g. What is the condition of those involved?
- h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?

### 3. Notify

- a. LD Operations administration as soon as feasible.
- b. Administrator/designee of co-located schools.
- c. Administrator/designee of other school sites that could be affected by the crisis.
- d. Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant LAUSD offices).
- e. Document the incident in the Incident System Tracking Accountability Report (iSTAR) as soon as practical, and update as necessary.

### 4. Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:

- a. Type of incident
- b. Number of students and staff that might be affected
- c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
- d. Physical proximity to the crisis incident
- e. History of other crises at the school or for those involved in the current crisis
- f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
- g. School and community resources available

### 5. Develop Action Plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

A description of action is available at <http://ccis.lausd.net>, under Crisis Response.

Actions may include:

- Communication
- Logistics/Operations

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- Psychological Triage/Crisis Counseling
- Incident Debriefing
- Documentation
- Important Considerations
- Recommendations for Short and Long-Term Recovery

The Crisis Team will provide on-going assessment of needs and follow-up services as required.

### **Psychological First Aid: Responding to Crisis Incidents**

For a PFA handout in English and Spanish, visit <http://ccis.lausd.net> under Crisis Response.

1. LISTEN to what they say and how they act.
  - Address the feeling(s)/behavior(s) as soon as possible.
  - If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
  - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
  - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. PROTECT by maintaining structure, stability, and consistency.
  - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
  - Provide supervision and consistency to encourage successful outcomes.
  - Give information that is accurate and age-appropriate.
  - Keep the environment free of anything that could re-traumatize the student.
  - Validate the student's life experience.
  - Maintain confidentiality as appropriate.
3. CONNECT through interaction, activities and resources.
  - "Check in" with student(s) on a regular basis.
  - Become familiar with learning support staff at your school (Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
  - Encourage interactions, activities, team projects with friends and teachers.
  - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).

Note: Consult with DCFS if you suspect child abuse and/or neglect.
4. MODEL calm and optimistic behavior.
  - Model healthy responses by remaining calm, courteous, organized and helpful.
  - Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.

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- Take constructive actions to assure safety.
  - Monitor conversations that students may engage in or hear.
  - Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
  - Practice self-care.
5. TEACH about normal changes that can occur when traumatized.
- Student(s) may have different reactions even to the same event.
  - Encourage students to identify and use positive coping strategies to help them after the event.
  - Help your students to problem solve to get through each day successfully.
  - Help students set small “doable” goals and share in these achievements as “wins.”
  - Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

### 6.8 Relocation (Off-Site Evacuation)

This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required, such as during a tsunami or large hazardous materials release.

#### Relocation Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”
2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in the Safe School Plan. Teachers and students will stay together during the evacuation.
3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.

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7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 6.9 Reunification

Student reunification is implemented to reunite students with their families after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

#### Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the Psychological First Aid Team may be asked to assist the Reunion Gate Team. In the event that a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

### 6.10 Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air, inclement weather, or other hazards. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that a shelter-in-place may involve the shutdown of heating and air conditioning (HVAC) systems, and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

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### Shelter-in-Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We are implementing a Shelter-in-Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you".
2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Online training about shelter in place is available on the Learning Zone in courses STEPS 204 and 404.

### 6.11 Suicide Risk and Self-Injurious Behavior

#### Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

**For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3841 Monday-Friday (8:00am-4:30pm). After hours, contact the Los Angeles School Police Department at (213) 625-6631.**

#### A. Respond Immediately

1. Report concerns or incidents to the administrator/designee immediately or as soon as possible. Make direct contact with the administrator/designee. For example, do not wait

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until the end of the day or leave a note, send an e-mail, or leave a voicemail without ensuring that the message was received.

2. Supervise the student at all times. Ensure that any student sent to the office for assessment is accompanied by a staff member, not a student.

### **B. Secure the Safety of the Student**

1. For immediate, emergency life threatening situations call 911.
2. Supervise student at all times.
3. If appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills.
4. If a student is agitated, unable to be contained or there is a need for immediate assistance, contact the LASPD at (213) 625-6631 or the local law enforcement agency the Los Angeles County Department of Mental Health at (800) 854-7771.
5. District employees should not transport students. This does not pertain to LASPD officers.
6. If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact LASPD or local law enforcement to conduct a welfare check to determine the safety and well-being of the student.

### **C. Assess for Suicide Risk**

1. The administrator/designee or designated school site crisis team member should gather essential background information that will help with assessing the student's risk for suicide.
2. The administrator/designee or the designated school site crisis team member should meet with the student to complete a risk assessment using the Suicide Risk Assessment Checklist (Attachment B) as a guide to determine the level of suicide risk.
3. If the assessing party makes phone calls for consultation, these should be made in a confidential setting and not in the presence of the student concern. The student should be supervised at all times by another designated staff member.

### **D. Communicate with Parent/Guardian**

The administrator/designee or designated school site crisis team member should contact the parent/guardian or consult the emergency card for an appropriate third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for safety in the home.
2. If the student is transported to the hospital, communicate a plan for re-entry (Attachment E). Complete and provide parent/guardian with Return to School Information for Parent/Guardian (Attachment I), which outlines steps to facilitate a positive transition back to school.
3. Provide school and/or local community mental health resources, including the nearest SMH Clinic or District Wellness Center. Students with private health insurance should be referred to their provider.
4. Facilitate contact with community agencies and follow-up to ensure access to services.

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5. Provide Suicide Prevention Awareness for Parents/Caregivers (Attachment M) or Self-Injury Awareness for Parents/Caregivers (Attachment N)
6. Obtain parent/guardian permission to release and exchange information with community agency staff using Parent/Guardian Authorization for Release/Exchange of Information (Attachment F)

### **E. Determine Appropriate Action Plan**

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. - Suicide Risk Assessment Levels, Warning Signs & Action Plan Options. Action items should be based upon the severity and risk of suicide. There are circumstances that might increase a student's suicide risk. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or sexual orientation/gender bias (see Section VIII-Responding to Students Who May Be Lesbian, Gay Bisexual, Transgender, Queer/Questioning). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

1. Develop a safety plan.  
A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis.
  - a. Throughout the safety planning process, the likelihood of the student implementing the steps should be assessed and potential obstacles should be identified. A collaborative problem solving approach should be used to address any potential barriers to the student utilizing the safety plan.
  - b. If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuum of care and revised as needed.
2. Follow student re-entry guidelines.  
See Student Re-entry Guidelines for a checklist of action items to consider and Sign-in Sheet Template for Meeting to document participation in any re-entry or safety planning meeting.
  - a. A student returning to school following psychiatric evaluation or hospitalization, including psychiatric and drug/alcohol inpatient treatment, must have written permission by a licensed California health care provider to attend school
  - b. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition.
  - c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577.1 Counseling and Educationally Related Intensive Counseling Services (ERICs) for Students with Disabilities).
3. Mobilize a support system and provide resources.
  - a. Connect student and family with social, school and community supports.

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- b. For mental/physical health services, refer the student to School Mental Health, the nearest Wellness Center, a community resource provider, or their health care provider.
4. Monitor and manage.
- a. The administrator/designee should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
  - b. Maintain consistent communication with appropriate parties on a need to know basis.
  - c. If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed. See BUL-1347.3 - Child Abuse and Neglect Reporting Requirements.

### F. Important Considerations

1. When Certificated Staff Accompany a Student to the Hospital  
If PMRT or law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:
  - a. The student requests the presence of a staff member.
  - b. The school is unable to make contact with the parent/guardian
  - c. Parent/guardian is unavailable to meet the student at the hospital.
  - d. Deemed appropriate pursuant to circumstances, such as age, development level, or pertinent historical student information.
2. Providing Information for a Psychiatric Evaluation  
If the student will be transported, the assessing party should complete Summary of Relevant Student Information –, indicating summary of incident and pertinent historical information. This document should be provided to PMRT or law enforcement prior to transporting to an emergency hospital

### G. Document All Actions

1. The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report and Risk Assessment Referral Data (RARD) in iSTAR.
2. When documenting in iSTAR, include the 10-digit student identification number for the student in the Persons Involved tab. Any previous reports involving the student entered will be displayed in this tab, which may influence additional safety and action planning.
3. If the student is assessed by a member of the crisis response team who does not have reporting access to iSTAR, the crisis team member should complete the paper RARD and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should no longer be mailed to School Mental Health.
4. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.



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5. If a student for whom a RARD has been completed transfers to a school within or outside the District, the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition. To ensure a continuum of care within the District, a safety plan with the news school's crisis team should be developed.

### Procedures for Responding to Students who Self-Injure

Self-injury is the act of deliberately harming one's own body, such as cutting or burning oneself. Although self-injury often lacks suicidal intent, youth who self-injure are more likely to attempt suicide. Therefore, it is important to assess students who cut or exhibit other types of self-injurious behaviors for suicidal ideation.

#### A. Warning Signs of Self-Injury

- Frequent or unexplained bruises, scars, cuts or burns.
- Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtle necks, especially in hot weather; bracelets to cover the wrists; not wanting to change for Physical Education).
- Possession of sharp implements (e.g., razor blades, shards of glass, thumb tacks).
- Evidence of self-injury (e.g., journals, drawings, social networking sites).

#### B. Protocol for Responding Self-Injury Procedures

1. Respond immediately or as soon as possible.
2. Supervise the student.
3. Conduct an administrative search of student for access to means
4. Assess for suicide risk using the protocol outlined in Section IV of BUL 2637.2
5. Communicate with and involve the parent/guardian, even if the student is not suicidal, so the behavior may be addressed as soon as possible. Provide the handout Self-Injury and Youth - General Guidelines for Parents (Attachment N). For handouts in additional languages, visit <http://suicideprevention.lausd.net>.
6. Encourage appropriate coping and problem-solving skills; do not discourage self-injury.
7. Listen with calm and caring; reacting in an angry or shocked manner or using punishment may inadvertently increase self-injurious behaviors.
8. Develop a safety plan with the student
9. Provide resources
10. Document all actions in the RARD tab on the iSTAR report. Include student identification number in the Persons Involved tab of iSTAR.

#### C. Self-Injury and Contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

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1. Respond immediately or as soon as possible.
2. Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.
3. As students are identified, they should be supervised in separate locations.
4. Each student should be assessed for suicide risk individually using the protocol outlined in Section IV of BUL 2637.2.
5. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have encouraged the behaviors of others. This behavior may be indicative of more complex mental health issues for this particular student.

### **D. Other Considerations for Response to Self-Injury and Contagion**

The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

1. Self-injury should be addressed with students individually and never in group settings, such as student assemblies, public announcements, school newspapers, or the classroom.
2. When self-injurious behaviors are impacting a larger school community, schools may respond by inviting parent(s)/guardian(s) to an information parent meeting at the school. Considerations should be made for supervising students and children during this time. The meeting should be reserved for parent(s)/guardian(s) only.
3. Consult and work with the LAUSD Office of Communications (213) 241-6766 for dissemination of information, as needed.

## 6.12 Threat to Others

**For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3841 Monday-Friday (8:00am-4:30pm). After hours, contact the Los Angeles School Police Department at (213) 625-6631.**

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's [Threat Assessment and Management \(Student-to-Student, Student-to-Adult\)](#) and [Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) bulletins. Online training about threats is available on the Learning Zone in courses STEPS 208 and 408.

### **Protocol for Responding to School Violence and Threats**

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within

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the District's jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

### A. Secure Campus/Office Safety

1. Call 911 for immediate, emergency life threatening situations.
2. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
3. Secure site and/or implement lockdown, if necessary.
4. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization (see Section III, H3).
5. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

### B. Notify

1. LD Operations staff.
2. Other offices, as appropriate (see Attachment H, Resource List).
3. Document the incident in the Incident System Tracking Accountability Report (iSTAR).

### C. Investigate

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:

1. Student information (e.g., name, date of birth, address)
2. Emergency information (e.g., family contact, health care provider information)
3. Attendance records
4. Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
5. Student discipline records, including any history or discipline related to the incident
6. Student health information, including self-injurious behavior and/or suicidal ideation
7. Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
8. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
9. Statements from witnesses (e.g., students, teachers, other staff)
10. Family situation information
11. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
12. Access to weapons
13. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

*The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.*

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### D. Convene a Threat Assessment Team

The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor). The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting.

Critical roles of effective teams include:

- Communication among all key stakeholders. The administrator/designee shall coordinate and document all actions.
- Collaboration with other professionals across institutional boundaries, including local law enforcement, community mental health agencies, child protective services, and probation.
- Coordination of services for prevention, early identification, and interventions.
- Sharing of confidential information shall be restricted to those persons with a need to know basis. Information must not be discussed or divulged concerning any involved parties to any other person(s).
- Consultation with other resources may include: LD Administrator of Operations, LD Operations Coordinators; Office of General Counsel; Educational Equity Compliance Office; Crisis Counseling and Intervention Services; Human Relations, Diversity and Equity; Division of Special Education; Behavior Support Unit; and Student Discipline, Expulsion and Support Unit.

### E. Assess for Risk to Self or Others

1. The administrator /designee or the designated school site threat assessment team member will meet with the student to complete a risk assessment using the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist. The questions should not be read to the student, but rather should be used as a guide while assessing the student.
2. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist, as needed:
  - **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
  - **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
  - **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

### F. Suspected Child Abuse

If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency following

## 6. Functional Annexes

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the District's *Child Abuse and Reporting Requirements* policy. This report should include information about the student's suicide risk.

### G. Determine Appropriate Action Plan

Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

1. Contact with and/or apprehension of student(s) who initiated the threat.
2. Removal of student from premises.
3. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
4. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
5. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. Design support system for the targeted individual and/or student who initiated threat, if appropriate.
7. Obtain a restraining order, when appropriate.
8. Monitor progress toward reestablishing school safety.

### H. Additional Actions

Additional interventions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)
  - a. Call Los Angeles School Police Department or local law enforcement.
  - b. Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event.
  - c. Notify the LD Operations staff and Student Discipline and Expulsion Support Unit.
2. Disciplinary Action
  - a. Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.
  - b. If the student has an IEP, consult the appropriate staff from the Division of Special Education.
  - c. Notify the LD Operations staff.
3. Mental Health Evaluation
  - a. While in school or at a school-sponsored activity, students who present with severe mental health/behavior issues, such as depression, homicidal or suicidal ideation, should be addressed by an administrator/designee to discuss any concerns for their safety and health/mental health well-being.

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- 1) Determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be high risk, secure emergency services by calling 911, Los Angeles County Department of Mental Health ACCESS (800) 854-7771, and/or School Police (213) 625-6631.
  - 2) Supervise and monitor the student until appropriate assistance arrives.
  - 3) Non-law enforcement District employees should not transport students exhibiting the behaviors noted above.
- b. Contact law enforcement to conduct a welfare check, as appropriate.

### I. Student Re-entry Guidelines

1. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider to attend school (see Medical Clearance for Return to School).
2. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition. See Student Re-entry Guidelines for a checklist of action items to consider.
3. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program (see REF-5578.0 *Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities*, October 17, 2011).
4. If the student is transferred to another school or location, the site administrator/designee should communicate with the receiving school to assist with the transition and ensure continued support services for the student. See Student Re-entry Guidelines for a checklist of action items to consider.

### J. Provide Resources (see Resource List)

1. For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.
2. For students who pose a risk to themselves, provide the 24/7 Suicide Prevention Crisis Line (877) 727-4747.

### K. Monitor and Manage

1. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
2. Maintain consistent communication with appropriate parties on a need to know basis.
3. Update iSTAR, as needed.

### L. Document All Actions

1. Each administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report in the iSTAR.
2. The administrator/designee notes taken during the threat assessment meeting are for use by Los Angeles Unified School District attorneys. No copies of the notes shall be

## 6. Functional Annexes

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furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Attachment G, Inter-office Correspondence, may be used to document notes during a threat assessment meeting.

3. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

## 7. Threat and Hazard-Specific Annexes

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# 7. Threat and Hazard-Specific Annexes

The threat- and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a functional annex need not be repeated in a threat- or hazard-specific annex. Develop these based on the prioritized list of threats and hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific threats hazards.

## 7.1 Active Shooter/Gunfire

More information is available in the [LAUSD Lockdown and Rapid Relocation Procedures for all Schools Bulletin](#). If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

### 7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a Lockdown, the recommended appropriate Immediate Response Action.
3. The School Incident Commander will call 911 and School Police (213) 625-6631, and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Leader will:

- Notify the LD Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Blackboard Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.



## 7. Threat and Hazard-Specific Annexes

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The Operations Team Leader will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

### 7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
  - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
  - Inform the LASPD Watch Commander (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
  - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
  - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
  - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
  - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
  - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
  - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
  - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
  - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
  - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

## 7. Threat and Hazard-Specific Annexes

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- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
  - Maintain a perimeter at the offsite relocation point between the school population and others.
  - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Local District Operations Coordinator will:
    - Connect with the School Incident Commander in person, by phone or radio and provide resources from the LD that might include the following:
      - Dispatch the LD Crisis Team to the school relocation point.
      - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
      - Send out a Blackboard Connect message to parents from the LD office with additional information.
      - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the LD office.
      - Assist with reunification.
  5. The First Aid/Medical Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
  6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Crisis/Psychological First Aid Team to ensure notification of parents and family members of the wounded.
  7. All media inquiries will be referred to the designated Public Information Officer.
  8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
  9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
  10. The School Incident Commander will debrief with staff and school police officers.

## 7. Threat and Hazard-Specific Annexes

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### 7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Utility Failure as needed.

#### Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure.
6. If needed, the Incident Commander will direct the Fire Suppression/HazMat Team to organize fire suppression activities for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. A LD representative will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
10. The Psychological First Aid/Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

## 7. Threat and Hazard-Specific Annexes

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### 7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

#### Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, Animal Control (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or First Aid/Medical Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Blackboard Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.4 Biochemical/Hazardous Materials

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

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### 7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.

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2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training about Shelter-in-Place is available on the Learning Zone in STEPS courses 204 and 404.

### **7.4.3 Substance Released in Surrounding Community Procedures**

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter-in-Place.
2. Follow all Shelter-in-Place procedures.
3. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
4. The Incident Commander will monitor local news for information about the incident.

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5. The school will remain in Shelter-in-Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training about Shelter-in-Place is available on the Learning Zone in STEPS courses 204 and 404.

### 7.5 Bomb Threat/Suspicious Package

Response to a bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Information is available in the [LAUSD Explosive Devices Bulletin](#).

#### 7.5.1 Bomb Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
  - Nature of threat on phone line
  - Name of school
  - Phone number of line receiving threat
  - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the call.

Bomb Threat Form Questions include:

- Where is the bomb (building, location)?
- When is it going to explode?
- What kind of bomb is it? What does it look like?
- Who set the bomb? Why was the bomb set?
- What can we do for you to keep the bomb from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
  - Gender
  - Age
  - Accent
  - Slurred/impaired speech
  - Recorded/disguised voice
  - Familiarity
  - Irrational/incoherent

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- Background Noise:
    - Office
    - Outdoors
    - Traffic
    - Other
3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
  4. If the school is directed to search for unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
  5. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
  6. No attempt should be made to investigate or examine a discovered suspicious object.
  7. The Incident Commander will notify and update parents via Blackboard Connect.
  8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
  9. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
  10. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
  11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
  12. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
  13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
  14. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.
  15. After the incident is over, the Incident Commander will complete the Bomb Threat Report.



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### 7.5.2 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

### 7.6 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

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### 7.6.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. If instructed by the bus supervisor to continue the route, the driver will:
  - If enroute to school, continue to pick up students.
  - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop.
  - If there is no responsible adult at the bus stop or it is impossible to get to school, the driver will proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, the driver is to notify the principal and remain with the children until further instructions are received from the principal or designee.
8. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
9. The driver will account for all students and staff throughout the emergency.

### 7.6.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.
2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

### 7.6.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire.
4. The driver will check for injuries and provide appropriate first aid.

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5. The driver will call 911 and School Police (213) 625-6631 and provide exact location of the bus and wait for arrival of emergency responders.
6. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
7. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
8. The principal or designee will notify and update parents via Blackboard Connect.
9. The driver will stay with the disabled bus until help arrives.
10. The driver will account for all students and staff throughout the emergency.
11. The Bus Supervisor or other authorized user will open an iSTAR report on the incident.

### 7.7 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized, and may be unlawful. Students are sometimes encouraged by protesters (in person, or via social media) to participate in a demonstration as it passes by a school. Information is available in the [LAUSD Procedures for Handling Disturbances, or Demonstration on or Adjacent to School Sites Bulletin](#).

#### Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown.
3. The Incident Commander will notify School Police (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
6. If students leave the campus, the Incident Commander, in consultation with the Security Team, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.

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8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
12. The Incident Commander should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.8 Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in the [LAUSD Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) and [Threat Assessment and Management \(Student-to-Student, Student-to-Adult\) Bulletins](#). Online training about threats is available on the Learning Zone in courses STEPS 208 and 408.

### Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police (213) 625-6631, and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect, as necessary.

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9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.9 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation; the following procedures should be implemented in response to all earthquakes, regardless of magnitude:

Online training about earthquakes is available on the Learning Zone in courses STEPS 202 and 402. Other resources are available through the Emergency Services and STEPS websites.

#### 7.9.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The First Aid/Medical Team will set up the first aid station, check for injuries and provide appropriate first aid.

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9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the LD Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. LD personnel will communicate conditions to the District's Emergency Operations Center.
12. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and LD Administrator of Operations.
13. The Incident Commander will contact the LD Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the LD Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or other authorized user to open an iSTAR report on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.9.2 Earthquake during Non-School Hours Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.  
*Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office (213) 625-6631 that you are on campus before beginning a site assessment.*
2. The Incident Commander should confer with the LD Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander and LD Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will contact staff members and parents via Blackboard Connect.
4. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and LD Administrator of Operations.

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### 7.10 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

#### 7.10.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police (213) 625- 6631 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. The LD office will call the Office of Communications with information on the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
10. The Fire Suppression/HazMat Team should attempt to suppress small fires with extinguishers, if it is safe to do so.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and LD Administrator of Operations.

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16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.10.2 Risk of Explosion on School Property Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. Staff should attempt to suppress small fires with extinguishers, if it is safe to do so.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The Incident Commander will notify and update parents via Blackboard Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to School Police and the LD Administrator of Operations.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.



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### 7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place response action.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Blackboard Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
7. The school will remain in a Shelter-in-Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. More information about radiological incidents is available on the Learning Zone in courses STEPS 205 and STEPS 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide first aid and extinguish fires. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
5. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the Safe School Plan for gas supply shut-off valve) and fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.

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9. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
10. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
11. The school will remain in Shelter-in-Place until the Los Angeles County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. Relocation may be advised by authorities.
12. The Planning and Intelligence team will complete a Damage Assessment Report and transmit it to School Police and the LD Administrator of Operations.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.11 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

#### 7.11.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on the Learning Zone in courses STEPS 201 and 401. Online training about fire alarm systems is available on the Learning Zone in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the fire. LD personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify and update parents via Blackboard Connect.

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10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-labuses to request buses for staff and student evacuation.
12. Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
13. For fires during non-school hours, the Incident Commander and the LD Administrator of Operations will determine if the school will open the following day.
14. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and LD Administrator of Operations.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.11.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. LD personnel will call the Office of Communications with information on this situation.
6. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. The Incident Commander will notify and update parents via Blackboard Connect.

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10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-labuses to request buses for staff and student evacuation.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.12 Food/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on the Learning Zone in course STEPS 416.

#### Suspected Contamination of Food or Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
  - 911
  - School Police (213) 625-6631
  - County Department of Health Services (213) 974-1234
  - Office of Environmental Health and Safety (213) 241-3199
  - Food Services Division (213) 241-2993
  - District Nursing Services (213) 202-7580
  - Local District Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The Planning and Intelligence Team Leader will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.

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9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.13 Public Health Emergency

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with District Nursing Services (213) 202-7580. Online training about public health emergencies is available on the Learning Zone in course STEPS 416.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

### Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner from the District Warehouse. Schools may not use alcohol-based hand cleaner. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Activate the School's Continuity-of-Service Plan in the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be done when those employees are absent.

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School sites are asked to cross-train on basic operations at least two people to fill in for missing co-workers.

To assist in the planning process, schools can use the Continuity of Service Form. Once the template has been filled out for all critical employees, the form should be saved and printed out to go in the Safe School Plan binder.

Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents.

Methods may include the following:

- Allowing students to take home school books and class materials
- Posting lesson on school websites with materials
- Using Blackboard Connect telephone messages to homes
- Use of KLCS Channel 58 programming
- Use of other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school

### 7.14 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet, and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

This procedure should be followed if a distant or local event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a tsunami annex in their safe school plan. All of the identified schools have been issued weather alert radios that are managed by NOAA (National Oceanic and Atmospheric Administration). Information is available in the LAUSD [NOAA Weather Radio All Hazards Alert Reference Guide](#).

### Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or Public Information Officer will monitor local news outlets for information such as evacuation notices, and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone will have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination

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should be to land that is at least 100 feet above sea level. Stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.

4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police (213) 625-6631 and the LD Administrator of Operations and/or Operations Coordinator of the incident. LD staff will inform the Office of Communications of the situation.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

\* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

### 7.15 Utility Failure

A utility failure is a situation involving a loss of water, power or other utility on school grounds.

#### 7.15.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
4. The Incident Commander will notify the Local Maintenance Area (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or School Police (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Local Maintenance Area personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the loss of utility service.

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7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location.
8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

### 7.15.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush”. Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5 gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and both should be stored with the other emergency supplies.

If Porta-Potties are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible ones for students with specific needs. Mark at least two of the Porta-Potties for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.
3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often DWP or Maintenance and Operations will obtain bottled water for the school.



## 7. Threat and Hazard-Specific Annexes

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If schools are using the emergency water, they must re-chlorinate the water 30 minutes before it is put out for consumption. Details are available in the [LAUSD School Site Emergency/Disaster Supplies Reference Guide](#).

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see the [LAUSD Procedures for Fire Protection Systems Reference Guide](#). The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- Los Angeles City Fire Department (Valley) (818) 347-1110
- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for her to use at the sink in the Health Office, or provide bottled water.

### 7.15.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building if it is dark outside. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run

## 7. Threat and Hazard-Specific Annexes

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emergency egress lighting only, and do not power other items such as elevators and air conditioning.

Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

2. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This will allow the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. In the event of a power outage, the fax line will still work and schools should keep a single line handset that can be plugged into this line during a loss of utilities. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.
3. **School Two-Way Radios** - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.

Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with school police dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools.

Cell phones, text messages, and public access communication tools can supplement two-way radio communications.

4. **Students On Ventilators** - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should contact the Office of Emergency Services.
5. **Fire Alarms And Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see [REF 1902.2 Procedures for Fire Protection Systems](#). The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be

## 7. Threat and Hazard-Specific Annexes

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knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants.

The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- Los Angeles City Fire Department (Valley) (818) 347-1110
- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to insure they abided the Fire Code.

- 6 **Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from an offsite location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

Plan for a Loss of Water:

Toilets: water storage drums - 72 barrels each with 55 gallons

Drinking Water: same

Food Service: same

Fire Suppression System (if applicable): more than 60 CO2 fire extinguishers, some water hoses in Auditorium and Gyms

Plan for a Loss of Electricity:

Ventilation: Portable Fans

Electric Lights: flashlights

Plan for a Loss of Natural Gas:

Food Service: 4 propane tanks with 3 grills

Plan for a Loss of Communication:

Telephone Service: walkie talkies and cell phones

Intercom: Portable Bull Horn Systems

## 7. Threat and Hazard-Specific Annexes

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### 7.16 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in [Reference Guide School Procedures during Inclement Weather](#), [Reference Guide NOAA Public Weather Radios](#), and [Bulletin Guidelines for Preventing Heat Stress](#).

#### 7.16.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The First Aid/Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities, and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. The Incident Commander will notify and update parents via Blackboard Connect.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### 7.16.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

## 7. Threat and Hazard-Specific Annexes

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- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

### **Flood/Flash Flood**

A Flash Flood may accompany rain, or may appear suddenly as a result of storm conditions elsewhere in Southern California, and may impede driving.

### **Hail**

Hail can damage buildings and equipment, possibly injure students (depending on the size of the hailstones), and may be accompanied by unusually cold weather.

### **Wind**

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles).

### **7.16.3 Funnel Clouds Procedures**

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Action, Shelter-in-Place.
2. The Incident Commander makes the following announcement over the PA system, or using an alternate method of communication: "Your attention please. We are implementing a Shelter-in-Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor with your back to the wall, and protect your head with your arms. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."
3. If inside, teachers will keep students in the classroom until further instructions are given.
4. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to

## 7. Threat and Hazard-Specific Annexes

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take roll and to notify the office the number of students in the room with them and their names.

5. The Incident Commander will notify 911 and School Police (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students, and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### 7.16.4 Heat Procedures

The intensity of exercise activities must be limited or they must be modified whenever the Heat Index (table attached, tap paperclip to view) is above 95°. Details are available in the LAUSD [Guidelines for Preventing Heat Stress Bulletin](#). A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be obeyed.

#### Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

#### Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors when possible.

## 7. Threat and Hazard-Specific Annexes

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- Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - All current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

### 7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the [LAUSD NOAA Weather Radio All Hazard Alert Reference Guide](#) and at <http://achieve.lausd.net/noaa>

**Watch** - used when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the Safe School Plan and confirm staff assignments for emergency positions
- Review field trips and extracurricular activities
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via [www.weather.gov](http://www.weather.gov) and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

**Advisory** - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the Safe School Plan
- Check emergency supplies
- Examine extracurricular activities, field trips, and after-school programs
- Plan for modified activity schedule
- Move outdoor equipment out of harm’s way
- Monitor local weather via [www.weather.gov](http://www.weather.gov) and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a Blackboard Connect message if extracurricular activities may be impacted

**Warning** - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate Safe School Plan
- Stage emergency supplies in a location protected from weather

## 7. Threat and Hazard-Specific Annexes

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- Send Blackboard Connect message and update school website and school social media accounts to notify parents
- Notify LD Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips and after-school programs if expedient to do so



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# 8. Appendices

## Contacts

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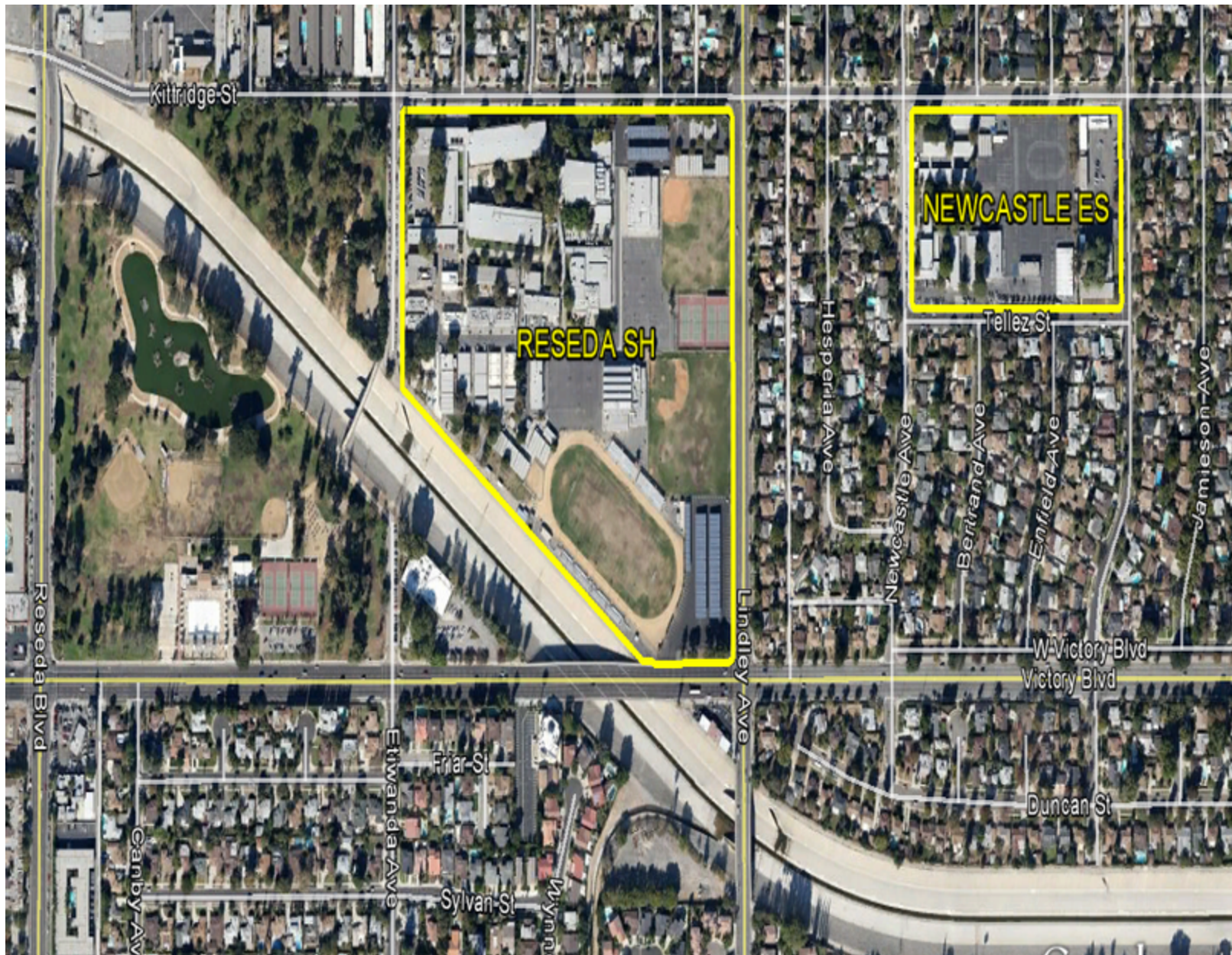
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### Maps

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### ICS Definitions for Schools

Incident Commander – responsible for directing emergency operations

Public Information Officer (PIO) – Official spokesperson for an incident

Agency Liaison – coordinates with outside agencies

Safety Coordinator – ensures that emergency operations are conducted safely

Operations Section Chief - responsible for managing all tactical operations at an incident.

Planning Section Chief - responsible for collecting and evaluating information.

Logistics Section Chief - provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services.

Finance/Administration Section Chief - responsible for managing all financial aspects and paperwork of an incident.

Emergency Teams:

First Aid/Medical – ensures that first aid supplies are available and performs first aid/triage

Security/Utilities – ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat – extinguishes fires and evaluates chemical spills

Request Gate – processes requests for student pick-up

Reunion Gate – reunites students and parents at Reunion Gate

Search and Rescue – performs search and rescue operations

Assembly Area – ensures safe evacuation and accounting for all students, staff and visitors

Psychological First Aid/Crisis – provides psychological/emotional support for students and staff

Supply/Equipment - ensures adequate equipment and supplies

Documentation – maintains emergency log

Communication – analyzes situation and updates Incident Commander

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### Forms



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## EMERGENCY HAZARD ASSESSMENT SUMMARY

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School	_____	Location Code	_____
Name	_____	Position	_____
Date	_____		

On-Site Hazard:

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]



# BOMB THREAT REPORT

School \_\_\_\_\_ Location Code \_\_\_\_\_

Date of Call \_\_\_\_\_ Time of Call \_\_\_\_\_

Person Receiving Call \_\_\_\_\_

**I. REPORT OF PERSON RECEIVING CALL**

A. Ask the caller the following questions

Where is the bomb (building, location)?	
What time is it set to go off?	
What kind of bomb is it? What does it look like?	
Who set the bomb? Why was the bomb set?	
What is your name?	
How old are you?	
Where do you live?	

B. Evaluate the voice of the caller, and check the appropriate spaces below:

<input type="checkbox"/> Male	<input type="checkbox"/> Intoxicated
<input type="checkbox"/> Female	<input type="checkbox"/> Speech Impediment
<input type="checkbox"/> Child	<input type="checkbox"/> Special Ethnic Characteristics
Age (Approx.) _____	Other _____

C. Listen for any background noise. (Check appropriate spaces below, if applicable):

<input type="checkbox"/> Music	<input type="checkbox"/> Babies or children	<input type="checkbox"/> Airplane
<input type="checkbox"/> Conversation	<input type="checkbox"/> Cars/trucks	Other _____
<input type="checkbox"/> Typing	<input type="checkbox"/> Machine noise	

**II. REPORT BY PRINCIPAL**

A. The police were contacted by (Name of person) \_\_\_\_\_

Date _____	Time _____
Police personnel taking call _____	
Officer responding to call _____	

B. Was a search made for the bomb?  Yes  No

If "yes," give details regarding search \_\_\_\_\_

C. Was an evacuation conducted?  Yes  No

If "yes," indicate buildings or areas evacuated \_\_\_\_\_

D. Remarks: \_\_\_\_\_

This form shall be completed in duplicate (submit original to Educational Service Center Operations Coordinator and copy for school files).











## SCHOOL/SITE PRELIMINARY DAMAGE REPORT (PDR)

(Please use this form to report your status to the Educational Service Center)

School/Site:					Location Code:		
Date:		Time:		Person in Charge:			
Contact information (How the school can be reached for additional information):							
Please answer the following:							
Number of deaths	# of Students		# of Staff		None	<input type="checkbox"/>	
Number of injuries	# of Students		# of Staff		None	<input type="checkbox"/>	
How many buildings at your site are visibly damaged?							
Describe the type and extent of damage you observe:							
Summarize emergency response actions already taken:							
Do you have the following capabilities?							
Power	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Landline Phone	Contact #		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Water	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Cellular Phone	Contact #		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Natural Gas	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Two-way Radio			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Location of evacuated students							
List critical issues on site							
List other issues							
List assistance requested							



## EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then enter the data at <http://emergencydrills.lausd.net> and receive your emailed certificate.

School/Site:		Location Code:	
Name:		Position:	
E-Mail:		Date:	

*Drill Type -- Choose one*

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

1. What type of alert system did you use to alert students/staff of the drill?			
<input type="checkbox"/> Fire Alarm/Bell	<input type="checkbox"/> Voice through Intercom/PA	<input type="checkbox"/> Bull Horn	<input type="checkbox"/> Whistle
<i>(Omit #2 for Drop/Cover/Hold or Drop)</i>			
2. Time Drill Started:	<input type="checkbox"/> am <input type="checkbox"/> pm	Time Drill Completed:	<input type="checkbox"/> am <input type="checkbox"/> pm
3. Total number of staff involved in the drill activity?			
4. Total number of students involved in the drill activity?			
5. Did any students with special needs participate in the drill? If yes, about how many?			
6. Did you encounter any challenges with students with special needs? (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?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during: (Check all that apply)				
<input type="checkbox"/> Yes, during the planning of the drill	<input type="checkbox"/>	Yes, during the execution of drill.		
<input type="checkbox"/> Yes, after the drill.	<input type="checkbox"/>	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)				
<input type="checkbox"/>	Yes, our staff took supplies out of their storage area.			
<input type="checkbox"/>	Yes, our staff used the supplies during the drill.			
<input type="checkbox"/>	No, we did not use emergency supplies.			
13. Were parents notified either before or after the drill? (Y/N)	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
14. How were parents notified? (method)				
15. Did any parents participate in drill? If yes, about how many?	<input type="checkbox"/>	Yes		
16. What did parents do?				



## EMERGENCY DRILL DATA WORKSHEET (CONTINUED)

17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.						
18. Did you encounter problems with any of the following? <i>(Omit # d, e, &amp; f for Drop/Cover/Hold or Drop)</i> <i>(Omit # f for or Lockdown)</i>						
	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"/>				
19. Using a grading scale from A through F, please grade the following: <i>(Omit a, b, &amp; c for Drop/Cover/Hold or Drop)</i> <i>(Omit a for Campus Protection or Lockdown)</i>						
	A	B	C	D	F	
a. Student behavior during evacuation procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Student accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Staff accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Performance of alert system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Performance of members of the school safety team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Overall student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Overall staff performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Did you debrief after the drill? (Y/N)		<input type="checkbox"/>	Yes		<input type="checkbox"/>	No
21. What were the three top lessons learned?						
22. How can this drill be improved in the future?						



## BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School \_\_\_\_\_ Location Code \_\_\_\_\_

Location of Release \_\_\_\_\_

Name \_\_\_\_\_ Position \_\_\_\_\_

Date \_\_\_\_\_

	Yes	No	Note
Have unexposed students, staff and others been evacuated from area of contamination?	<input type="checkbox"/>	<input type="checkbox"/>	
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?	<input type="checkbox"/>	<input type="checkbox"/>	
Have all students and staff been accounted for?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been cordoned off and secured?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	<input type="checkbox"/>	<input type="checkbox"/>	
Have the doors and windows to the area of contamination been closed and locked?	<input type="checkbox"/>	<input type="checkbox"/>	
Have fans and ventilators serving the area of contamination been turned off?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Comments</b>			





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### **Assessment Checklists**

Please check the online ISSP for completed assessment checklists. They are available in the Planning view as part of Step 2.

## 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 November 28, 2017 at  
Magnolia Science Academy-7

Reviewed by Law Enforcement November 27, 2017

Plan Adopted by School Site Council November 28, 2017

### Committee members

Fatih Metin, Principal  
Meagan Alonso, Designee  
Gilbert Yoon, Teacher representative  
Nadia Jones, Parent representative  
Veronica Romero, Classified employee  
Oscar Martin, LAPD, PII Officer  
Robyn Vega, Administrative Assistant, Life House Church, Community  
Member

This document is available for public inspection on our school's  
website at [msa7.magnoliapublicschools.org](http://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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## **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](http://www.crimemapping.com/map/region/lapdWestValleyArea) were:
      1. Arson
      2. Assault
      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: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	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>B. REPORT NOTIFICATION</b>	<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 ( )					
<b>C. VICTIM</b> <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)				
	PRIMARY LANGUAGE SPOKEN IN HOME		TYPE OF ABUSE (CHECK ONE OR MORE)							
	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"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT				
	<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"/> 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						
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____		3. _____		2. _____		4. _____			
	<b>VICTIM'S PARENTS/GUARDIANS</b>									
	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 ( )		
	<b>SUSPECT</b>									
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
ADDRESS			Street	City	Zip	TELEPHONE ( )				
OTHER RELEVANT INFORMATION										
<b>E. INCIDENT INFORMATION</b>	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.*

### **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.

#### **Suspension (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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. 11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.
16. 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.

17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or 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:

- i. A message, text, sound, video, or image.
- ii. 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 subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
- iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or schoolsanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) 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.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

### **Suspension (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

## **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 Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection 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. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

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)**

#### **Expulsion (Discretionary Offenses)**

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully 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 in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. 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.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "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:

- i. 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.
- ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience interference with his or her academic performance.
- iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or 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:

- i. A message, text, sound, video, or image.
- ii. 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 subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or schoolsanctioned activities.



- 4) Notwithstanding subparagraphs (1) and (2) 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.
20. 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 (3)(a)-(b).
21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

### **Expulsion (Mandatory Offenses)**

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. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

### **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)(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**

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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: \_\_\_\_\_

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**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 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 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 and Los Angeles Music Center
  - 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 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.
- School staff will continue to implement and improve upon our current Positive Behavioral Interventions and Supports (PBIS) by attending a nine-month long PBIS “Boot camp” to help develop and refine the already existing program
- Improve curriculum and teaching practices
  - Teachers will provide CCSS aligned instruction using SDAIE and GLAD strategies.
- Include health and resiliency curriculum
  - During the 2018-2019 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 group workshops provided by The Chicago School of Psychology
  - School-wide School Wellness Plan development and implementation
- Address multiple learning styles
  - The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions.
  - 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.
  - 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.
  - 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).
    - Continue employing an onsite school psychologist and counselors from California State University Northridge and The Chicago School of Psychology
  - 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.
  - 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.
- 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.

## Multi-Tiered System of Response to Behavior

# Universal

### Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

<b>Level 1 Infraction</b>	<b>Interventions</b>
<ul style="list-style-type: none"> <li>• Invading personal space</li> <li>• Antagonizing others</li> <li>• Violation of school/class rules</li> <li>• Horseplaying</li> <li>• Violating off-limits/restricted area</li> <li>• Habitually tardy and/or not being in assigned location</li> <li>• Disrupting the learning environment/Off task</li> <li>• Littering</li> <li>• Not having proper materials, supplies, and/or equipment for class participation</li> <li>• Inappropriate use of electronic devices</li> <li>• Dress code violation</li> <li>• Inappropriate language/actions (hurtful, vulgar, gossip, etc.)</li> <li>• Passive participation in hurtful acts/words against others</li> <li>• Public display of affection (holding hands, kissing, hugging, etc.)</li> <li>• Refusing to cooperate and comply with school rules/personnel</li> </ul>	<p>School Wide PBIS                      Social-Emotional Learning Program                      Proactive Classroom Management                      Regular, Preemptive Communication with Families                      Classroom Incentives                      Seating, assignment, behavioral accommodations                      Conferencing with Student(s) and Parents                      Verbal correction and redirection                      Reminders, Role-Play, daily progress sheet                      Loss of Classroom Privileges                      Written and/or verbal reflection</p>

## Selected

### Examples of Support, Removal and Administrative Responses

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infraction	Interventions
<ul style="list-style-type: none"> <li>• Using/possessing tobacco and/or lighter</li> <li>• Violating traffic or safety regulations</li> <li>• Encouraging other students to violate school rules</li> <li>• Leaving school and/or school bus without permission</li> <li>• Fighting and/or arranging altercations</li> <li>• Using objects inappropriately (i.e., the use of an object to harm others or damage property)</li> <li>• Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)</li> <li>• Defacing and/or vandalism of school property</li> <li>• Plagiarism/academic dishonesty</li> <li>• Leaving school or classroom without permission (truancy)</li> <li>• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)</li> <li>• Stealing and/or possessing stolen property</li> <li>• Failure to attend to/complete assigned restorative action</li> <li>• Gambling or Extortion</li> <li>• Habitual violations of school/class rules</li> <li>• Forgery of signatures</li> <li>• Sexually explicit behavior</li> <li>• Planning and/or arranging actions with malicious intent</li> <li>• Writing or drawing obscene /profane language/pictures</li> <li>• Harassment (i.e., physical, verbal, and sexual)</li> <li>• Bullying/cyberbullying</li> <li>• Violation of personal boundaries</li> <li>• Refusing to cooperate and comply with school</li> </ul>	<p style="text-align: center;">                     Behavioral Contract                      Self- Monitoring                      School-home Communication                      Adult or Peer Mentorship                      Utilize Check-in and Check-out System                      Intensive Academic and/or Social Support                      Reflection (lunch, after school, Saturday, etc.)                      Refer Student to SSPT                      Loss of Privileges                      Counseling                      Temporary Removal from class                      Extended school day                 </p>

rules/personnel	
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**Targeted/Intensive**

**Examples of support, removal and School Site Administrators and Home Office Responses.**

These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion.

*See Categorical Offenses*

<b>Level 3 Infractions</b>	<b>Interventions</b>
<ul style="list-style-type: none"> <li>• Physically assaulting with serious bodily injury</li> <li>• Conduct or habits injurious to others (peers/authority)</li> <li>• Using/possessing controlled and/or dangerous substances and/or paraphernalia</li> <li>• Bullying (harassing, intimidating, cyberbullying)</li> <li>• Fighting and/or arranging altercations</li> <li>• Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law</li> <li>• Harassment (i.e., physical, verbal, and sexual)</li> <li>• Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.)</li> <li>• Causing a false fire alarm</li> </ul>	<p>All Tier 1 and Tier 2 Interventions                      FBA Based Behavior Intervention Plans                      Teaching Replacement Behavior                      Home and Community Supports                      Self- Management Program                      Restricted Access                      In-school reflection and/or suspension                      Short-term out-of-school suspension</p>

<ul style="list-style-type: none"> <li>• Making a bomb/explosive threat</li> <li>• Encouraging other students to violate school rules</li> <li>• Student hazing</li> <li>• Using gang and/or secret society symbols/acts</li> <li>• Inappropriate use of electronic devices</li> <li>• Public displays of sexually explicit behavior</li> <li>• Defacing and/or vandalism of school property</li> <li>• Gambling</li> <li>• Habitual violations of school/class rules</li> <li>• Forgery of signatures</li> <li>• Stealing and/or possessing stolen property</li> <li>• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)</li> <li>• Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures</li> </ul>	<p><b>Extended out-of-school suspension</b>  <b>Request for alternate educational setting</b>  <b>Recommendation for Expulsion</b></p>
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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 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 Map

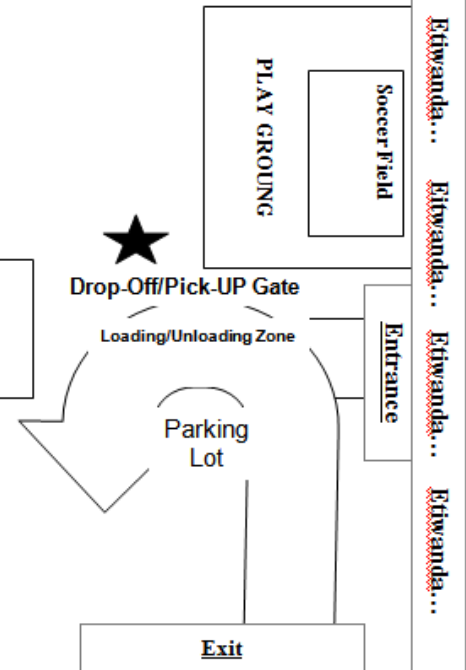
NOT TO SCALE

### Magnolia Science Academy-7 Elementary

5-C Class Rm#6	4-B Grade Rm#7	Boys Bathrooms	Girls Bathrooms	4-A Grade Rm#8	1-B Class Rm#9	5-A Class Rm#10	3-A Class Rm#11	Computer Lab Rm#12	5-B Class Rm#13	Office	Staff Lounge	Multi- Purpose Room# 14
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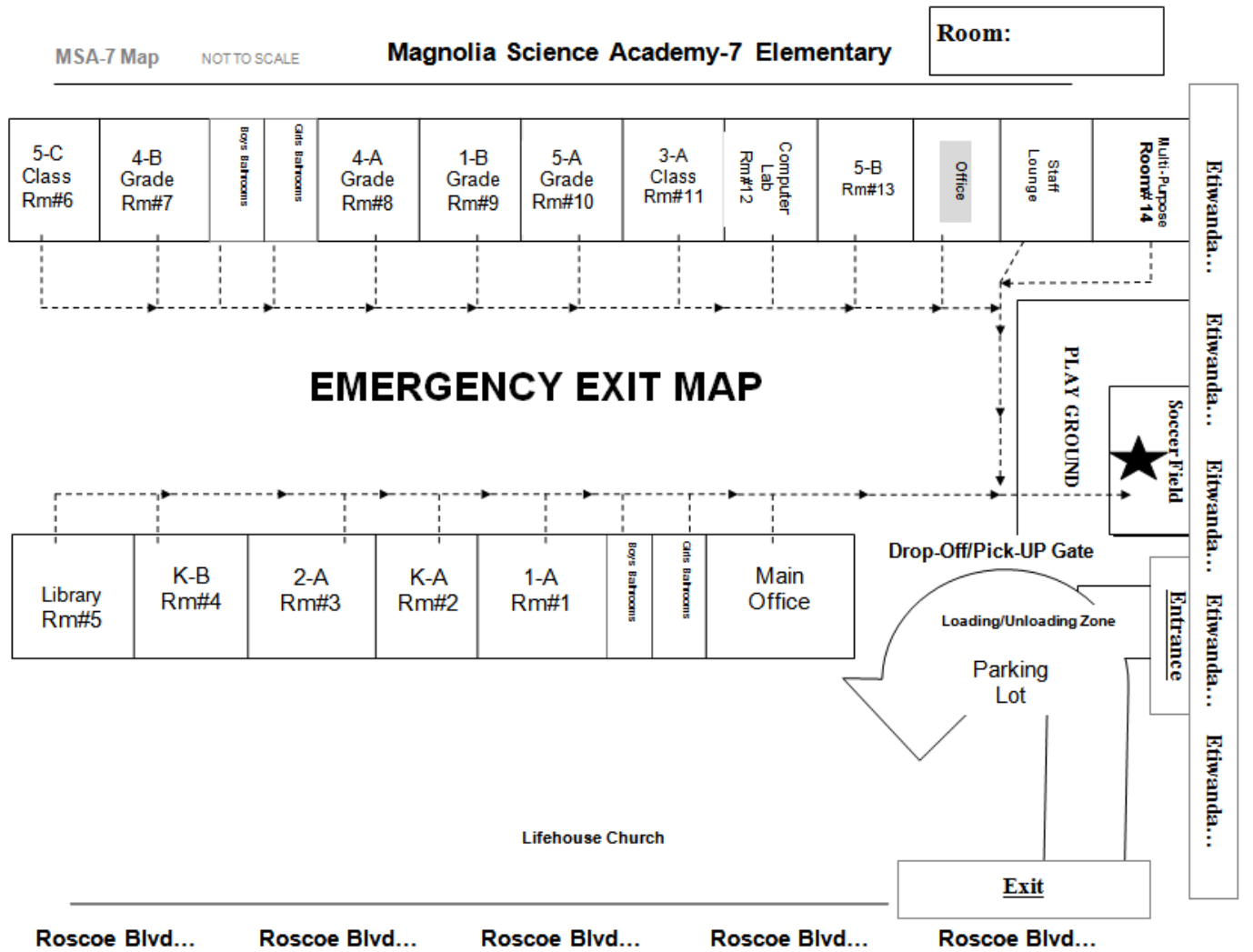
Library Rm#5	K-B Rm#4	2-A Rm#3	K-A Rm#2	1-A Rm#1	Boys Bathrooms	Girls Bathrooms	Main Office
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**Front Gate:** Only open during Drop-off and Pick-Up time.  
**Main Office Gate:** Please use this gate during school hours.



Roscoe Blvd...      Roscoe Blvd...      Roscoe Blvd...      Roscoe Blvd...      Roscoe Blvd...

## 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:** \_\_\_\_\_

<b>ALL STUDENTS ACCOUNTED FOR: YES:</b> _____ <b>NO:</b> _____
--

**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 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	<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. Evscusion 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** **2018-2019 and 2019-2020**

### August

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

### September

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

### October

- Fire Drill
- 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
- \_\_\_\_\_ Allegation of neglect/unsafe conditions
- \_\_\_\_\_ Allegation of discrimination or abuse
- \_\_\_\_\_ Employment dispute
- \_\_\_\_\_ Wrongful termination complaint
- \_\_\_\_\_ Special education complaint

(Please describe in detail): \_\_\_\_\_

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**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?

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Comments:

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**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.**

# Magnolia Science Academy-SD



## Safety Plan

**2018-2019**

## 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.

- I. Staffing - Safety Roles
- II. General Policies and Procedures for Handling Safety and Specific Emergency Situations
- III. Drugs, Alcohol and Tobacco
  
- 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:

Role/Area	Administrator	Ext #	Home #	Mobile #
School Principal/Site Incident Commander	Gokhan Serce	1020		818-961-5127
Emergency Coordinator/MPR & Classrooms 14-18	Nellie Tate	1021		972-200-4328
Safety & Emergency Coordinator/ Classrooms 1-13	Neil Egasani	1022		619-548-1231

Teachers/Staff with CPR or First Aid (ALL current staff has been trained in CPR)
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#### Outside Emergency Telephone Number List:

<b>San Diego Police Department</b>	911 / 619-531-2000
<b>Ambulance</b>	911
<b>Fire Department / Station 31</b>	911 / 619-533-4300
<b>San Diego Sheriff Department</b>	911 / 619-585-7232
<b>Poison Control Center</b>	1-800-222-1222
<b>Hazardous Materials</b>	911

## **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:
  - o Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
  - o Provide the following:
    - School name.
    - Building address, including nearest cross street(s). Your name and phone number.
    - Location of the spill and/or materials released.
    - Characteristics of spill (colors, smells, visible gases). Name of substance, if known.
    - Injuries, if any.
3. Notify buildings and grounds personnel.
4. Close all windows and doors if the spill is outside.

5. Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
6. Remain inside building unless ordered to evacuate by the Fire Department.
7. Fire Department will advise of further actions to be taken.
8. Do not eat or drink anything or apply cosmetics.
9. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
10. The School Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

**Civil Disturbance:**

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

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

**Vandalism:**

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

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

### **Utility or Power Failure:**

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

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

### **Bomb Threat:**

Person receiving call:

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

The School Principal, or his/her designee will:

1. Notify Police Department – Dial 911.
2. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
  - Classrooms and work areas.
  - Public areas - foyers, office bathrooms and stairwells. ○  
Lockers and unlocked closets.
  - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
  - Power sources -- electric panels, telephone panels, computer rooms, etc.
3. With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
5. An incident report should be drafted before the end of the workweek.

### **Explosion:**

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

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

### **Fighting or Riot:**

School staff should follow these guidelines when a fight occurs:

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

Staff should follow these guidelines when a riot occurs:

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

2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
  - 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.
- 
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.

**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.
- 
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

<b>ROLE</b>	<b>1<sup>st</sup> SHIFT</b>	<b>2<sup>nd</sup> SHIFT</b>
Site Incident Commander	Gokhan Serce	Nellie Tate
Safety Officer	Gokhan Serce	Nellie Tate
Public Information Officer	Gokhan Serce	Nellie Tate
Liaison Officer	Gokhan Serce	Nellie Tate
Operations Chief	Neil Egasani	Halil Akdeniz
Facility Check & Maintenance	Neil Egasani	Halil Akdeniz
Site Security	Alexander Oxford	Chris Wertz
Search & Rescue Team Leader	Neil Egasani	Halil Akdeniz
Search & Rescue/Utility Team 1	Nathan Williams	Shawn Kessler
Search & Rescue/Utility Team 2	Stephen Prendergast	Shawn Kessler
Medical Team Leader	Susie Davila	Emily Snyder
Medical/Utility Team 1	Ashlyn Yetter	Latif Arslan
Medical/Utility Team 2	Megan Craig	Ashlyn Yetter
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	Mike Mains	Melissa Seitz
Logistics Chief	Latif Arslan	Megan Craig
Supplies, Facilities & Staffing	Zachary Woodward	Jibrhan Perez
Finance & Administration Chief	Jibrhan Perez	Zachary Woodward



# 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

## Discipline Policy

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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 3<sup>rd</sup> 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

## MPS STUDENT/PARENT HANDBOOK

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.

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- 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.

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<b>BEHAVIORAL EXPECTATIONS</b>		
<b>BE SAFE</b>	<b>BE RESPONSIBLE</b>	<b>BE RESPECTFUL</b>
<ul style="list-style-type: none"> <li>◆ Keep hands to yourself.</li> <li>◆ Ask for permission to use any equipment, resources or materials.</li> <li>◆ Use equipment appropriately and for its intended use.</li> <li>◆ Walk to and from class during transition periods.</li> <li>◆ Report unsafe behaviors (e.g., bullying)</li> <li>◆ Remain in assigned areas.</li> <li>◆ Solve problems peacefully.</li> <li>◆ If you are unsure of something, seek help from or ask an adult.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Arrive to class on time and ready to work.</li> <li>◆ Be on task.</li> <li>◆ Be prepared each day with school materials.</li> <li>◆ Give full effort in all work.</li> <li>◆ Raise hand in class.</li> <li>◆ Be in proper uniform.</li> <li>◆ Follow classroom expectations.</li> <li>◆ Throw away waste in proper receptacle.</li> <li>◆ Keep campus clean.</li> <li>◆ Sit in assigned seat.</li> <li>◆ Respect school property and ask before borrowing other's property.</li> <li>◆ Use restroom during non-class time.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Follow the teacher's directions and use positive language with peers.</li> <li>◆ Acknowledge one's mistakes and correct them.</li> <li>◆ Be kind to others.</li> <li>◆ Respect each other's differences.</li> <li>◆ Respect other's property and personal space.</li> <li>◆ Use a quiet, conversational voice.</li> <li>◆ Use polite language such as thank you, you're welcome, and I'm sorry.</li> <li>◆ If in disagreement, voice concerns respectfully and appropriately.</li> <li>◆ Cooperate with adults and peers.</li> </ul>
<b>Level 1 Infractions</b>		
Invading personal space Fighting and/or arranging altercations Antagonizing others Violation of school/class rules Horseplaying Violating off-limits/restricted area	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	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
<b>Possible Corrective Strategies</b>		
<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"> <li><input type="checkbox"/> Re-teaching school behavior expectations</li> <li><input type="checkbox"/> Having the student apologize and making amends with those affected</li> </ul> <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact and/or confer with parent or legal guardian</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement a Home to School and School to Home Communication System (e.g., SIS)</li> <li><input type="checkbox"/> Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li><input type="checkbox"/> Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li><input type="checkbox"/> Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li><input type="checkbox"/> Loss of privileges</li> <li><input type="checkbox"/> Refer the student to the Reflection Committee</li> </ul>

## MPS STUDENT/PARENT HANDBOOK

<b>Level 2 Infractions</b>		
<p>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)</p>	<p>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</p>	<p>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</p>
<b>Possible Corrective Strategies</b>		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.</li> <li><input type="checkbox"/> School-level investigation and student conference</li> <li><input type="checkbox"/> School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies</li> <li><input type="checkbox"/> Complete behavior assessment need and behavior intervention plan</li> <li><input type="checkbox"/> If needed, refer to Response to Intervention (RTI) team.</li> </ul> <p><b>Note:</b> 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"> <li><input type="checkbox"/> Contact and/or confer with parent/guardian</li> <li><input type="checkbox"/> Implement a home to school and school to home communication system (e.g., SIS)</li> <li><input type="checkbox"/> Post, teach, and re-teach school behavior expectations</li> <li><input type="checkbox"/> Utilize Check-In/Check-Out</li> <li><input type="checkbox"/> Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li><input type="checkbox"/> Intensive academic support</li> <li><input type="checkbox"/> Intensive social skills teaching</li> <li><input type="checkbox"/> Self-management program</li> <li><input type="checkbox"/> Firm, fair, and corrective discipline</li> <li><input type="checkbox"/> Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li><input type="checkbox"/> Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li><input type="checkbox"/> Loss of privilege</li> <li><input type="checkbox"/> Data-based decision making</li> <li><input type="checkbox"/> Refer the student to the Response to Intervention (RTI) team</li> </ul>



## MPS STUDENT/PARENT HANDBOOK

## Level 3 Infractions

<p>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</p>	<p>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.)</p>	<p>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</p>
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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

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**Infractions Explained:**

***(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures)***

<b>Assaulting, Fighting and/or Arranging Fights</b>
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.
<b>Bringing / Using Electronic Devices</b>
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.
<b>Scholastic Dishonesty</b>
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.
<b>Texting/Sexting</b>
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.
<b>Disrupting Learning</b>
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.
<b>Horseplay</b>
Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

<b>Violating Uniform Policy</b>
A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.
<b>Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol</b>
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.
<b>False Fire Alarms</b>
Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.
<b>Forgery of Signatures</b>
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.
<b>Vulgarity, Profanity and Obscenity</b>
Any gesture or material of this nature is not permitted at school or school functions.
<b>Bullying &amp; Cyber Bullying</b>
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

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<p>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.</p> <p><b>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. <u>This includes the use of social media for wrongful purposes.</u></b></p> <p><b>Each MPS student agrees to:</b></p> <ul style="list-style-type: none"> <li>• Value student differences and treat others with respect.</li> <li>• Not become involved in bullying incidents or be a bully.</li> </ul>
<p><b>Harassment of Students, Teachers, Administrators, or Staff</b></p>
<p>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.</p> <p><i>Harassment can be verbal, physical and visual. (Education Code, § 212.5)</i></p> <p>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.</p>
<p><b>Behaving Disrespectfully towards Teachers or Staff</b></p>
<p>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.</p>
<p><b>Student Hazing</b></p>
<p>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.</p>
<p><b>Smoking or Use of Other Tobacco Products</b></p>

<p>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.</p>
<p><b>Stealing and/or Vandalizing School/Private Property &amp; Graffiti</b></p>
<p>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.</p>
<p><b>No Permanent markers or aerosol cans are allowed at school.</b></p>
<p><b>Displaying Threatening Behavior</b></p>
<p>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.</p>
<p><b>Bringing Weapon in School</b></p>
<p>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.</p>
<p><b>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.</b></p>
<p><b>Possession or Use of Fireworks</b></p>
<p>Using or possessing any amusement device, smoke bomb, stink bomb, etc.</p>
<p><b>Gang and Secret Society Symbols</b></p>

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<p>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.</p>
<p><b>Arson</b></p>
<p>Intentionally starting any fire or combustion on school property</p>
<p><b>Public Display of Affection</b></p>
<p>Public displays of affection are not allowed.</p>
<p><b>Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules</b></p>
<p>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.</p>

**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

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

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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,

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- 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,

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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;

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- 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)



## MPS STUDENT/PARENT HANDBOOK

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.

## MPS STUDENT/PARENT HANDBOOK

## Matrix for Student Suspension &amp; Expulsion Recommendations

<b>CATEGORY I</b> <b>Must Recommend Expulsion (MANDATORY)</b>	<b>CATEGORY II</b> <b>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)</b>
Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal <b>must</b> recommend expulsion when the following occur <u>at school</u> or at a school activity <u>off campus</u> <b>unless</b> 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.

## MPS STUDENT/PARENT HANDBOOK

**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)

## MPS STUDENT/PARENT HANDBOOK

**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

## MPS STUDENT/PARENT HANDBOOK

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

## MPS STUDENT/PARENT HANDBOOK

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

## MPS STUDENT/PARENT HANDBOOK

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

# Appendix D

## Administrative Incident Report





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:**

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**Actions taken:**

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**Additional remarks/comments:**

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Your signature: \_\_\_\_\_ Date: \_\_\_\_\_

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# Appendix E

Student/Parent Handbook

MagnoliaPublicSchools

# Student/Parent Handbook 2017-18

Magnolia Public Schools

250 E. 1<sup>st</sup> St., Ste. 1500  
Los Angeles, CA 90012

Tel: (213) 628-3634

Fax: (714) 362-9588

[www.magnoliapublicschools.org](http://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>6525 Estrella Ave., San Diego, CA 92120</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1<sup>st</sup> St., Santa Ana, CA 92703</i>	<i>(714) 557-7002</i>

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## EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT

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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.

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## PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

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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 STUDENT/PARENT HANDBOOK

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



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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:

**1<sup>st</sup>:** Parents should encourage their child to talk with the teacher.

**2<sup>nd</sup>:** Parents can encourage their child to talk with an administrator.

**3<sup>rd</sup>:** 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<sup>st</sup>:** 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<sup>nd</sup>:** If the problem persists after a reasonable time, talk with the teacher again.

**3<sup>rd</sup>:** 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

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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.

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**POLICIES AND PROCEDURES**


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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.

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**I. ACADEMIC POLICIES**


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**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

## MPS STUDENT/PARENT HANDBOOK

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%	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%	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

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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

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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%.

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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
<b>Below 70</b>	<b>F</b>	<b>0.0</b>	<b>0.0</b>

**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	<b>50</b>		

**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

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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

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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.



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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 9<sup>th</sup> grade through the summer following 11<sup>th</sup> 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
<b>Total Required Credits</b>		<b>210</b>	<b>230</b>	<b>240</b>
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 Req. Service Learning Hrs.	√ 2.00 N/A	√ 3.25 40	√ 3.50 40

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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

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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

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*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,

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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.

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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.

### 2. 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.

### 3. 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 3<sup>rd</sup> 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.*

## JJ. 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

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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.

**B. 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.

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- 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:

6. In Class Warning
7. Student-Teacher Conference
8. Reflection / Parental Notification
9. Parent Conference
10. Office Referral & Administrative Disciplinary Procedures

**C. 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.

**D. 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.



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<b>BEHAVIORAL EXPECTATIONS</b>		
<b>BE SAFE</b>	<b>BE RESPONSIBLE</b>	<b>BE RESPECTFUL</b>
<ul style="list-style-type: none"> <li>◆ Keep hands to yourself.</li> <li>◆ Ask for permission to use any equipment, resources or materials.</li> <li>◆ Use equipment appropriately and for its intended use.</li> <li>◆ Walk to and from class during transition periods.</li> <li>◆ Report unsafe behaviors (e.g., bullying)</li> <li>◆ Remain in assigned areas.</li> <li>◆ Solve problems peacefully.</li> <li>◆ If you are unsure of something, seek help from or ask an adult.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Arrive to class on time and ready to work.</li> <li>◆ Be on task.</li> <li>◆ Be prepared each day with school materials.</li> <li>◆ Give full effort in all work.</li> <li>◆ Raise hand in class.</li> <li>◆ Be in proper uniform.</li> <li>◆ Follow classroom expectations.</li> <li>◆ Throw away waste in proper receptacle.</li> <li>◆ Keep campus clean.</li> <li>◆ Sit in assigned seat.</li> <li>◆ Respect school property and ask before borrowing other's property.</li> <li>◆ Use restroom during non-class time.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Follow the teacher's directions and use positive language with peers.</li> <li>◆ Acknowledge one's mistakes and correct them.</li> <li>◆ Be kind to others.</li> <li>◆ Respect each other's differences.</li> <li>◆ Respect other's property and personal space.</li> <li>◆ Use a quiet, conversational voice.</li> <li>◆ Use polite language such as thank you, you're welcome, and I'm sorry.</li> <li>◆ If in disagreement, voice concerns respectfully and appropriately.</li> <li>◆ Cooperate with adults and peers.</li> </ul>
<b>Level 1 Infractions</b>		
Invading personal space Fighting and/or arranging altercations Antagonizing others Violation of school/class rules Horseplaying Violating off-limits/restricted area	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	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
<b>Possible Corrective Strategies</b>		
<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"> <li><input type="checkbox"/> Re-teaching school behavior expectations</li> <li><input type="checkbox"/> Having the student apologize and making amends with those affected</li> </ul> <p><u>Repeated Infractions:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact and/or confer with parent or legal guardian</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement a Home to School and School to Home Communication System (e.g., SIS)</li> <li><input type="checkbox"/> Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li><input type="checkbox"/> Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li><input type="checkbox"/> Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li><input type="checkbox"/> Loss of privileges</li> <li><input type="checkbox"/> Refer the student to the Reflection Committee</li> </ul>

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<b>Level 2 Infractions</b>		
<p>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)</p>	<p>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</p>	<p>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</p>
<b>Possible Corrective Strategies</b>		
<p><u>Steps:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian contact to inform parent of accusation and status of investigation. Parent/guardian will be given the option to attend the student conference.</li> <li><input type="checkbox"/> School-level investigation and student conference</li> <li><input type="checkbox"/> School-level conference with student, parent/guardian, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies</li> <li><input type="checkbox"/> Complete behavior assessment need and behavior intervention plan</li> <li><input type="checkbox"/> If needed, refer to Response to Intervention (RTI) team.</li> </ul> <p><b>Note:</b> 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"> <li><input type="checkbox"/> Contact and/or confer with parent/guardian</li> <li><input type="checkbox"/> Implement a home to school and school to home communication system (e.g., SIS)</li> <li><input type="checkbox"/> Post, teach, and re-teach school behavior expectations</li> <li><input type="checkbox"/> Utilize Check-In/Check-Out</li> <li><input type="checkbox"/> Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li><input type="checkbox"/> Intensive academic support</li> <li><input type="checkbox"/> Intensive social skills teaching</li> <li><input type="checkbox"/> Self-management program</li> <li><input type="checkbox"/> Firm, fair, and corrective discipline</li> <li><input type="checkbox"/> Use of Positive Behavioral Interventions &amp; Support (PBIS) services</li> <li><input type="checkbox"/> Assigned reflection (lunch, after-school, Saturday, etc.)</li> <li><input type="checkbox"/> Loss of privilege</li> <li><input type="checkbox"/> Data-based decision making</li> <li><input type="checkbox"/> Refer the student to the Response to Intervention (RTI) team</li> </ul>

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## Level 3 Infractions

<p>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</p>	<p>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.)</p>	<p>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</p>
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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

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**Infractions Explained:**

***(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures)***

<b>Assaulting, Fighting and/or Arranging Fights</b>
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.
<b>Bringing / Using Electronic Devices</b>
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.
<b>Scholastic Dishonesty</b>
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.
<b>Texting/Sexting</b>
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.
<b>Disrupting Learning</b>
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.
<b>Horseplay</b>
Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

<b>Violating Uniform Policy</b>
A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.
<b>Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol</b>
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.
<b>False Fire Alarms</b>
Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.
<b>Forgery of Signatures</b>
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.
<b>Vulgarity, Profanity and Obscenity</b>
Any gesture or material of this nature is not permitted at school or school functions.
<b>Bullying &amp; Cyber Bullying</b>
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

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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**

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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 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.

**E. 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

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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:

10. Caused, attempted to cause, or threatened to cause physical injury to another person.
11. Willfully used force of violence upon the person of another, except self-defense.
12. 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.
13. 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.
14. 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.
15. Committed or attempted to commit robbery or extortion.
16. Caused or attempted to cause damage to school property or private property.
17. Stole or attempted to steal school property or private property.
18. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

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- snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
20. Committed an obscene act or engaged in habitual profanity or vulgarity.
  21. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  22. Knowingly received stolen school property or private property.
  23. 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.
  24. 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.
  25. 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.
  26. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  27. 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.
  28. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).
  29. 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.
  26. 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.
  27. 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.
  28. 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.
  29. 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.
  30. Intentionally "hacked" or broken into a School or School affiliated computer system.
  31. 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,



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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:

(2) 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:

- c) while on school grounds;
- d) while going to or coming from school;

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- e) during the lunch period, whether on or off the school campus; or
- f) 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:

6. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
7. Brandishing a knife at another person. E.C. 48915(c)(2)
8. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
9. 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);
10. 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]):

6. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
7. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
8. 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).
9. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
10. 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:

12. 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.
13. 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)
14. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
15. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
16. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
17. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
18. Possessed or used tobacco. E.C. 48900(h); 48915(e)
19. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
20. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
21. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
22. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

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21. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4\*\*; 48915(e)
22. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2\*\*; 48915(e)
23. 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)
24. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
25. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
26. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
27. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
28. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
29. 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:

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

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## Matrix for Student Suspension &amp; Expulsion Recommendations

<b>CATEGORY I</b> <b>Must Recommend Expulsion (MANDATORY)</b>	<b>CATEGORY II</b> <b>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)</b>
Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])	Principal <b>must</b> recommend expulsion when the following occur <u>at school</u> or at a school activity <u>off campus</u> <b>unless</b> 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.

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**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.

21. **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.**
22. 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)
23. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)
24. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)
25. Caused or attempted to cause damage to school or private property. E.C. 48900(f)
26. Stole or attempted to steal school or private property. E.C. 48900(g)
27. Possessed or used tobacco. E.C. 48900(h)
28. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)
29. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)
30. Knowingly received stolen school or private property. E.C. 48900(l)
31. Possessed an imitation firearm. E.C. 48900(m)
32. 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*)
33. Engaged in sexual harassment. E.C. 48900.2\*\* (*\*\*Grades 4 through 12 inclusive*)
34. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3\*\* (*\*\*Grades 4 through 12 inclusive*)
35. Made terrorist threats against school officials or school property, or both. E.C. 48900.7
36. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)
37. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o)
38. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)
39. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)
40. 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)

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**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 (11) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

9. The date and place of the expulsion hearing;
10. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
11. A copy of MPS' disciplinary rules which relate to the alleged violation;
12. 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;
13. 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;
14. The right to inspect and obtain copies of all documents to be used at the hearing;
15. The opportunity to confront and question all witnesses who testify at the hearing;
16. 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.

8. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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

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person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

11. 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.
12. 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.
13. 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:

4. Notice of the specific offense committed by the student
5. 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
6. 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:

3. The student's name
4. 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

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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:

- c. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- d. 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:

- d. 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;
- e. 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
- f. 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



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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 (46) 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:

- d. 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;
- e. 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
- f. 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:

- b. 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.

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**GENERAL POLICIES**


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**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 anybody 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

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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.

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**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.

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**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

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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

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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.

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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

<b>BOTTOM</b>	Pants, shorts, skirts, skorts, or capris are acceptable.	<p><b>Pants/Skirts/Skorts/Shorts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.</li> <li><input type="checkbox"/> Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.</li> <li><input type="checkbox"/> Pants may not be made from legging or jegging material.</li> <li><input type="checkbox"/> Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.</li> <li><input type="checkbox"/> The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.</li> <li><input type="checkbox"/> Socks may not be worn over pants.</li> <li><input type="checkbox"/> Rubber bands are not allowed on the bottom of pants or ankles.</li> <li><input type="checkbox"/> No Jean style pants.</li> <li><input type="checkbox"/> No Cargo pants/shorts.</li> <li><input type="checkbox"/> Must have a built in pocket not a sewn on pocket.</li> </ul>
	<p><b>Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.</b></p> <p><b>Belts (required for all variations of dress uniform):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).</li> <li><input type="checkbox"/> The buckle may only have one catch.</li> <li><input type="checkbox"/> Belt must be of correct waist size, so that there is minimal excess length (less than five inches).</li> <li><input type="checkbox"/> Any excess length of belt must be tucked through a belt loop and may not hang down.</li> </ul>	
<b>TOP</b>	<p>White, gray, 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>	<p><b>Undergarments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Should not be noticeable through or outside of clothing, tops and bottoms.</li> </ul> <p><b>Uniform:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Undershirts must be short-sleeved if worn.</li> <li><input type="checkbox"/> The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.</li> <li><input type="checkbox"/> Under shirt may not hang out of sleeves.</li> </ul>
<b>FOOTWEAR</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.)</li> <li><input type="checkbox"/> "Athletic" shoes for the dress code must be completely black, white or brown.</li> <li><input type="checkbox"/> Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white</li> </ul> <p>No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.</p>	
<b>PE UNIFORM</b>	<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><b>Shoes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul>
	<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>	

## MPS STUDENT/PARENT HANDBOOK

<b>OUTERWEAR</b>	<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><b>For colder weather:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.</li> <li><input type="checkbox"/> Sweatshirts and jackets must be solid navy blue or gray.</li> </ul> <p style="text-align: center;">* * *</p> <p><b>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.</b></p> <p style="text-align: center;">* * *</p> <p><b>Each individual MPS campus may include site-specific amendments into the uniform policy addressing local issues.</b></p>	<p><b>Jewelry and accessories/Cosmetics:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Should be modest, appropriate for school, and not attract undue attention.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.</li> <li><input type="checkbox"/> Facial, tongue, and body piercing are not allowed.</li> <li><input type="checkbox"/> Bracelets: Must be tasteful and not attract undue attention.</li> <li><input type="checkbox"/> Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.</li> <li><input type="checkbox"/> Cosmetics must be appropriate for school and not attract undue attention. <ul style="list-style-type: none"> <li><input type="checkbox"/> No brightly colored or glitter eye shadow, or blush.</li> <li><input type="checkbox"/> Mascara and eyeliner should be minimal.</li> <li><input type="checkbox"/> Lipstick should be a natural color.</li> <li><input type="checkbox"/> Earrings must be studs or one (1) inch hoops and worn on earlobe.</li> </ul> </li> </ul> <p><b>Hair:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.</li> <li><input type="checkbox"/> Colors such as red, blue, purple, green, white, etc. are not permitted.</li> <li><input type="checkbox"/> Hair must be neat, clean, and well kept.</li> <li><input type="checkbox"/> If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.</li> <li><input type="checkbox"/> Excessive "gel" of any kind is not acceptable, and should not be visible.</li> <li><input type="checkbox"/> Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.</li> <li><input type="checkbox"/> Combs may not be left in hair.</li> <li><input type="checkbox"/> No shaving the head bald with a razor. Hair must be at least ½ inch on the top and ¼ inch on the sides and back.</li> <li><input type="checkbox"/> No Mohawks or Fohawks</li> <li><input type="checkbox"/> For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.</li> </ul>
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## MPS STUDENT/PARENT HANDBOOK

**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 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

## MPS STUDENT/PARENT HANDBOOK

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

## MPS STUDENT/PARENT HANDBOOK

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 STUDENT/PARENT HANDBOOK

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.<sup>1</sup> 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.

<sup>1</sup> 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.

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**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.

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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



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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.<sup>2</sup> Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards

<sup>2</sup> Source: [http://crede.berkeley.edu/products/print/pract\\_briefs/pb1.sht.ml](http://crede.berkeley.edu/products/print/pract_briefs/pb1.sht.ml)

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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:

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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-Parent<sup>3</sup>-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.

<sup>3</sup> 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.

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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.

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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.

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**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: \_\_\_\_\_

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**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

## MPS STUDENT/PARENT HANDBOOK

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: \_\_\_\_\_

## MPS STUDENT/PARENT HANDBOOK

**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,

## MPS STUDENT/PARENT HANDBOOK

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.

MPS STUDENT/PARENT HANDBOOK

**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: \_\_\_\_\_

## MPS STUDENT/PARENT HANDBOOK

**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

MPS STUDENT/PARENT HANDBOOK

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:**

Adult Education	After School Education and Safety	Agricultural Vocational Education
American Indian Education	Consolidated Categorical Aid	Career/Technical Education
Child Development Programs	Child Nutrition	Foster/Homeless Youth
Migrant Education	No Child Left Behind Programs	Regional Occupational Programs
Special Education	State Preschool	Tobacco-Use Prevention Education
Pupil Fees	Local Control Funding Formula	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:**

Age	Gender / Gender Expression / Gender Identity	Sex (Actual or Perceived)
Ancestry	Genetic Information	Sexual Orientation (Actual or Perceived)
Color	National Origin	Based on association with a person or group with one or more of these actual or perceived characteristics
Disability (Mental or Physical)	Race or Ethnicity	
Ethnic Group Identification	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.

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MPS STUDENT/PARENT HANDBOOK

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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?

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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

**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.*

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.

**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
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**Group:**

A	B	C	D	E	F	G	Other:
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*Copy for Student File*

# Appendix F

Lockdown & Shelter In Place

## Lockdown Procedures

**After a lockdown is declared “over” by the principal or law enforcement, students may be directed to evacuate to our evacuation site.**

- A lockdown will begin with a P.A. announcement:  
**“Prepare immediately for lockdown. This is/is not a drill. Prepare immediately for lockdown. This is/is not a drill”**
- “We have a lockdown situation. Begin lockdown procedures now”.
- Call each classroom with PA system to make the announcement
- IF REAL: Call 911 and follow police directives
- **LOCK/CHECK ALL exterior doors:**
- Stay away from windows and doors
- DO NOT OPEN doors for any reason before “All clear” is announced and 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-** Lock doors; **Restrooms-** Students/staff should move into a stall, lock the 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 ae going into SHELTER IN PLACE mode...we are going into shelter in place mode.”**
- **LOCK/CHECK ALL exterior doors:**
  -
- **TEACHING AND LEARNING DOES NOT STOP- Keep routine**
- 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

## CRITERION 1

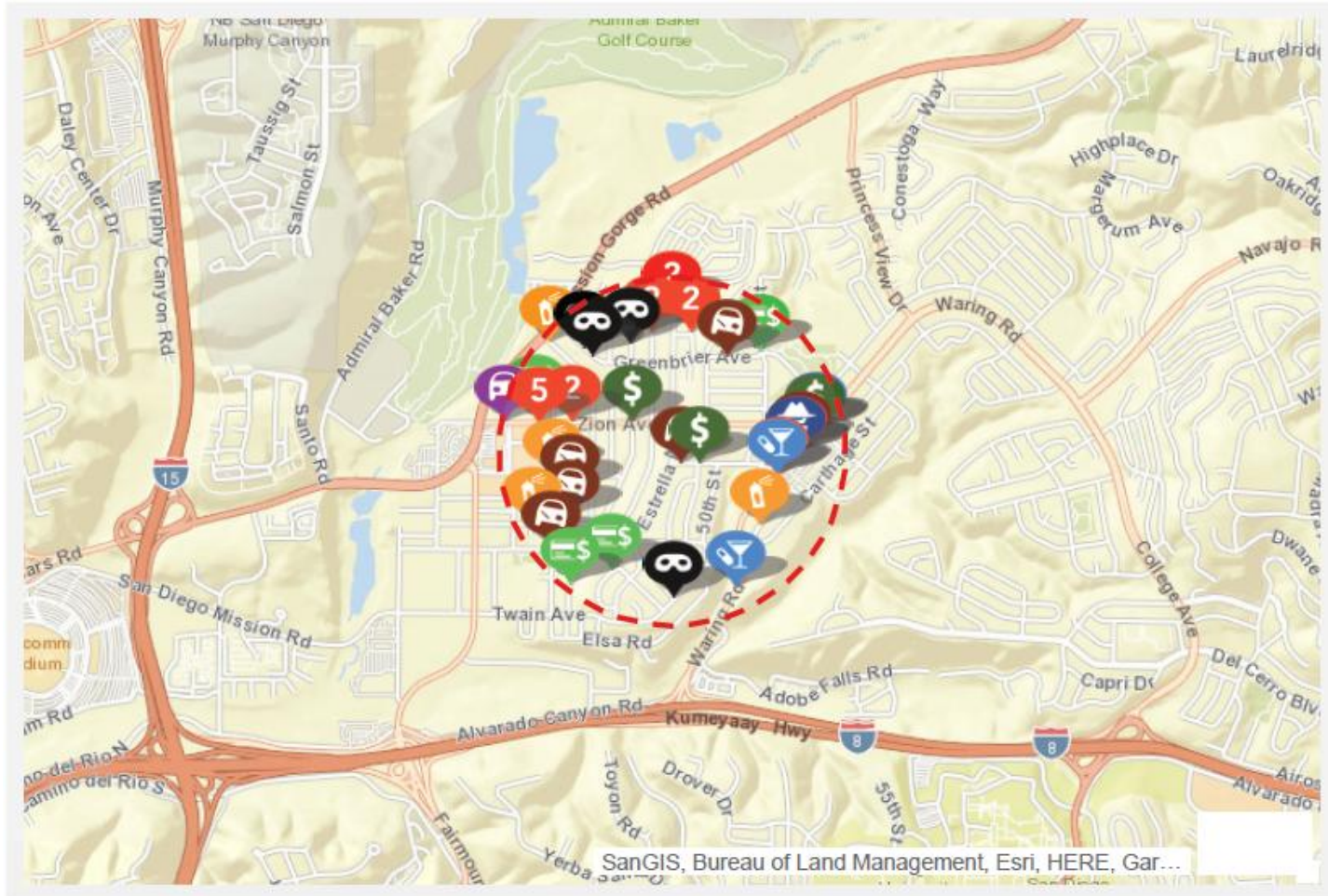
Date range: Thursday, May 25, 2017 through Monday, November 20, 2017

CrimeMapping.com Map

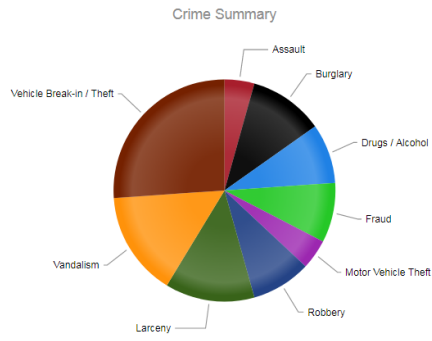
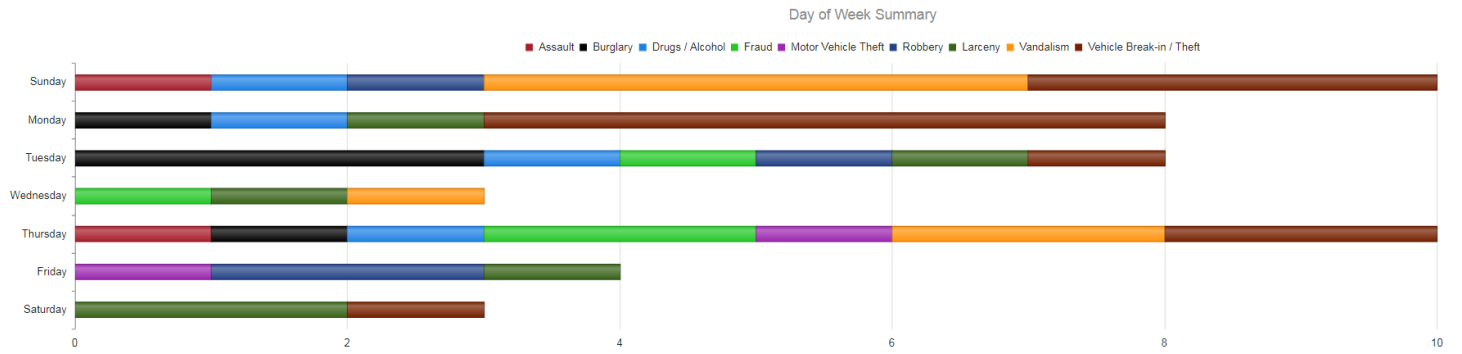
Thursday, May 25, 2017 through Monday, November 20, 2017

Showing crime types: Arson, Assault, Burglary, Disturbing the Peace, Drugs / Alcohol Violations, DUI, Fraud, Homicide, Motor Vehicle Theft, Robbery, Sex Crimes, Theft / Larceny, Vandalism, Vehicle Break-

In / Theft, Weapons



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Crime Incidents

05-25-2017 to 11-20-2017 (180 Days)
















46 Records

	Type	Description	Incident #	Location	Agency
<a href="#">Map it</a>		FRAUD		6200 BLOCK LOUKELTON CIRCLE	San Diego Police

## Crime Incidents

05-25-2017 to 11-20-2017 (180 Days)
















46 Records

	Type	Description	Incident #	Location	Agency
<a href="#">Map it</a>		VANDALISM (\$400 OR MORE)		4700 BLOCK ORCUTT AVENUE	San Diego Police
<a href="#">Map it</a>		RESIDENTIAL BURGLARY		4900 BLOCK TWAIN AVENUE	San Diego Police
<a href="#">Map it</a>		ATTEMPTED GRAND THEFT		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT (F)		4500 BLOCK ZION AVENUE	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		6800 BLOCK HALIFAX STREET	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		6800 BLOCK HALIFAX STREET	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		6800 BLOCK ESTRELLA AVENUE	San Diego Police
<a href="#">Map it</a>		VANDALISM (\$400 OR MORE)		4600 BLOCK GLACIER AVENUE	San Diego Police
<a href="#">Map it</a>		DRUNK, PROTECTIVE CUSTODY		5000 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		USE/UNDER INFLUENCE OF CONTROLLED SUBSTANCE		5200 BLOCK ZION AVENUE	San Diego Police
<a href="#">Map it</a>		PETTY THEFT / THEFT OF PERSONAL PROPERTY / SHOPLIFT		4600 BLOCK ZION AVENUE	San Diego Police
<a href="#">Map it</a>		TAKE VEHICLE W/O OWNER'S CONSENT/VEHICLE THEFT		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		COMMERCIAL ROBBERY - WEAPON USED		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		RESIDENTIAL BURGLARY		4700 BLOCK GREENBRIER AVENUE	San Diego Police

## Crime Incidents

05-25-2017 to 11-20-2017 (180 Days)

46 Records
















	Type	Description	Incident #	Location	Agency
<a href="#">Map it</a>		RESIDENTIAL BURGLARY		6800 BLOCK NEWBERRY STREET	San Diego Police
<a href="#">Map it</a>		RESIDENTIAL BURGLARY		6800 BLOCK ESTRELLA AVENUE	San Diego Police
<a href="#">Map it</a>		USE/UNDER INFLUENCE OF CONTROLLED SUBSTANCE		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		OTHER ROBBERY - WEAPON USED		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		RESIDENTIAL BURGLARY		4700 BLOCK GREENBRIER AVENUE	San Diego Police
<a href="#">Map it</a>		VANDALISM (\$400 OR MORE)		6600 BLOCK BURGUNDY STREET	San Diego Police
<a href="#">Map it</a>		TAMPER WITH AUTO		6600 BLOCK BURGUNDY STREET	San Diego Police
<a href="#">Map it</a>		VANDALISM (LESS THAN \$400)		4700 BLOCK ALLIED ROAD	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		4800 BLOCK ORCUTT AVENUE	San Diego Police
<a href="#">Map it</a>		PETTY THEFT / THEFT OF PERSONAL PROPERTY / SHOPLIFT		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		4600 BLOCK ZION AVENUE	San Diego Police
<a href="#">Map it</a>		GRAND THEFT: MONEY/LABOR/PROPERTY OVER \$950		4900 BLOCK ORCUTT AVENUE	San Diego Police
<a href="#">Map it</a>		TRANSPORT/SELL CONTROLLED SUBSTANCE		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		STREET ROBBERY - NO WEAPON		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		FRAUD		6100 BLOCK MOHLER STREET	San Diego Police



## Crime Incidents

05-25-2017 to 11-20-2017 (180 Days)

46 Records

	Type	Description	Incident #	Location	Agency
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		4900 BLOCK GREENBRIER AVENUE	San Diego Police
<a href="#">Map it</a>		OTHER ROBBERY - NO WEAPON		5100 BLOCK WARING ROAD	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		4600 BLOCK ZION AVENUE	San Diego Police
<a href="#">Map it</a>		VANDALISM (\$400 OR MORE)		4600 BLOCK ZION AVENUE	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		4600 BLOCK ZION AVENUE	San Diego Police
<a href="#">Map it</a>		VANDALISM (\$400 OR MORE)		6300 BLOCK BIRCHWOOD STREET	San Diego Police
<a href="#">Map it</a>		FRAUD		6800 BLOCK 51ST STREET	San Diego Police
<a href="#">Map it</a>		GRAND THEFT:MONEY/LABOR/PROPERTY OVER \$950		6600 BLOCK DELBARTON STREET	San Diego Police
<a href="#">Map it</a>		BATTERY ON PERSON (M)		6800 BLOCK CLARA LEE AVENUE	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		6300 BLOCK BURGUNDY STREET	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		6400 BLOCK BURGUNDY STREET	San Diego Police
<a href="#">Map it</a>		BATTERY WITH SERIOUS BODILY INJURY (F)		6800 BLOCK CLARA LEE AVENUE	San Diego Police
<a href="#">Map it</a>		VEHICLE BREAK-IN/THEFT		6200 BLOCK CRAWFORD STREET	San Diego Police
<a href="#">Map it</a>		FRAUD		6600 BLOCK ARCHWOOD AVENUE	San Diego Police
<a href="#">Map it</a>		MALICIOUS MISCHIEF/VANDALISM(MISDEMEANOR)		5100 BLOCK WARING ROAD	San Diego Police

## CRITERION 2

MSA-San Diego administration conducted in service training to all our employees during the August 2017 staff development meetings. All staff members were required to complete an online SafeSchools for the 2017-18 School Year. Records of each staff member completing this training are on file with the principal.

## CRITERION 3

MSA-San Diego administration team, which included the Principal, Dean of Students, Dean of Academics, and Dean of Culture, reviewed the School Site Safety Manual. Faculty members received an in-service at the beginning of each school year 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. Emergency procedure information is distributed to each classroom teacher. Students receive information via our practice drills and classroom instruction.

## CRITERION 4

Staff reviewed 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 received information during assemblies and classroom instruction. When a student commits an act which requires a 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 CoolSis by the school clerk or administrator.

## 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 during our back to school meetings. In addition, staff members complete an online training with SafeSchools. Also, the Staff Handbook information is given to address sexual harassment. 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 area 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 Mission Trails Church located at 4880 Zion Ave, San Diego, CA 92120. 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  
Neil Egasani- 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*

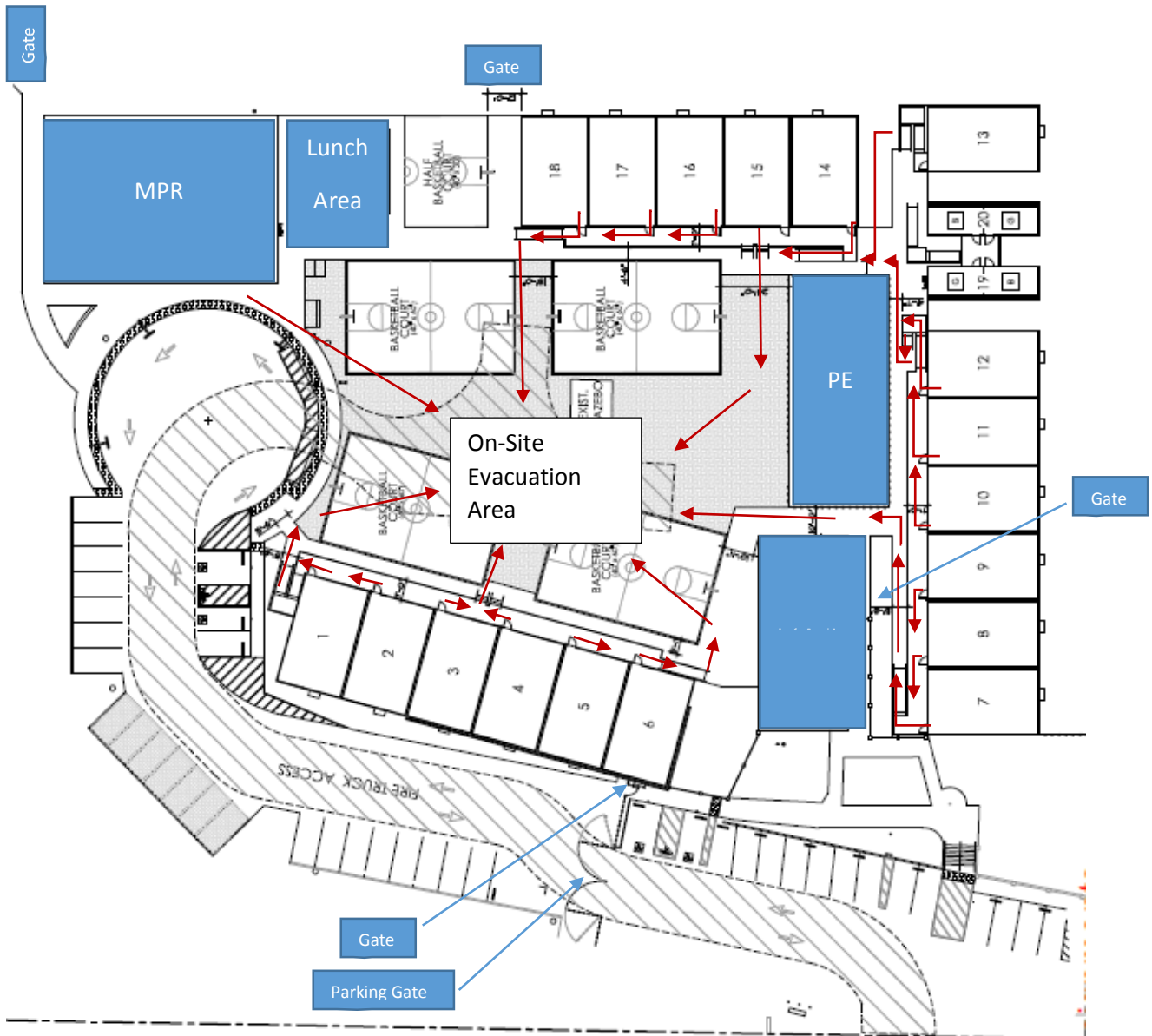
After:

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

# On-Site Evacuation Map



# Cover Sheet

## Approval of School Accountability Report Cards (SARC) for MSA 1-8, MSA-Santa Ana, and MSA-San Diego

**Section:** II. Consent Agenda  
**Item:** C. Approval of School Accountability Report Cards (SARC) for  
MSA 1-8, MSA-Santa Ana, and MSA-San Diego  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** II.C\_SARC - 2016-17.docx.pdf  
MSA-1 SARC 2016-17 (1).pdf  
MSA-2 SARC 2018.pdf  
MSA-3\_SARC Report\_2016-2017.doc.pdf  
MSA-4\_SARC 2016-17.pdf  
MSA-5 SARC 2016-17 (1).pdf  
MSA-6 SARC 2016-17 (1).pdf  
MSA-7\_SARC 2016-2017 .pdf  
MSA-Bell SARC 2016-17.pdf  
MSA-Santa Ana SARC 2016-17.pdf  
SARC MSA-San Diego 37683380109157 20180110.pdf



Board Agenda Item #	II.C- Consent Agenda
Date:	January 18, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) for MSA 1-8, MSA-Santa Ana, and MSA-San Diego

#### Proposed Board Recommendation

I move that the board approve the School Accountability Report Cards (SARC) for MSA 1-8, MSA-Santa Ana, and MSA-San Diego.

#### Background

All active public schools/LEAs and nonpublic, nonsectarian schools are required to prepare and disseminate a SARC for the primary purpose of providing parents with data and information to make meaningful comparisons between schools (inclusive of charter schools). Charter schools are required to prepare SARC reports as a method by which to measure pupil progress in meeting pupil outcomes for state priorities, pursuant to EC section 47605(b)(5)(C).

The SARC presented for board approval is for the year of 2016-17 and covers information about the school, including but not limited to, Conditions of Learning, Pupil Outcomes, Engagement, expenditures per pupil, professional development and other information about the school. There is a template provided by the CDE and the majority of the data in SARC is provided by the CDE and pre-populated in the report while the school is asked to provide a narrative in the following areas: school description and mission statement, school facility conditions and planned improvements, career technical education programs, opportunities for parental involvement, school safety plan, types of services funded, and professional development.

SARC needs to be approved by the board annually by February 1 and posted on each school's website.

#### Budget Implications

N/A

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

It is mandated by the state that each school have a board approved SARC available for public view.



Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

School Accountability Report Cards (SARC) (one for each MSA)

## Magnolia Science Academy

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>E-mail Address</b>	<a href="mailto:duardo_debra@lacoedu">duardo_debra@lacoedu</a>
<b>Web Site</b>	<a href="http://www.lacoedu">http://www.lacoedu</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Magnolia Science Academy
<b>Street</b>	18238 Sherman Way
<b>City, State, Zip</b>	Reseda, Ca, 91335-4550
<b>Phone Number</b>	818-609-0507
<b>Principal</b>	Mustafa Sahin, Principal
<b>E-mail Address</b>	<a href="mailto:msahin@magnoliapublicschools.org">msahin@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://msal.magnoliapublicschools.org">http://msal.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19101996119945

*Last updated: 1/8/2018*

### School Description and Mission Statement (School Year 2017-18)

Magnolia Science Academy -1 (MSA-1) is the first Magnolia Public School founded as a public charter school in Fall 2002. MSA-1 currently serves over 540 students grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2016–17 school year. School finances and school completion data are reported for the 2016–17 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2016–17 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy  
18238 Sherman Way  
Reseda, CA 91335-4550  
Phone: 818-609-0507  
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#### Mission Statement

MSA-1 is a classroom based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math. The school primarily serves students and parents of the San Fernando Valley area.

#### 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.

#### Vision

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, schoolwide learner 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.

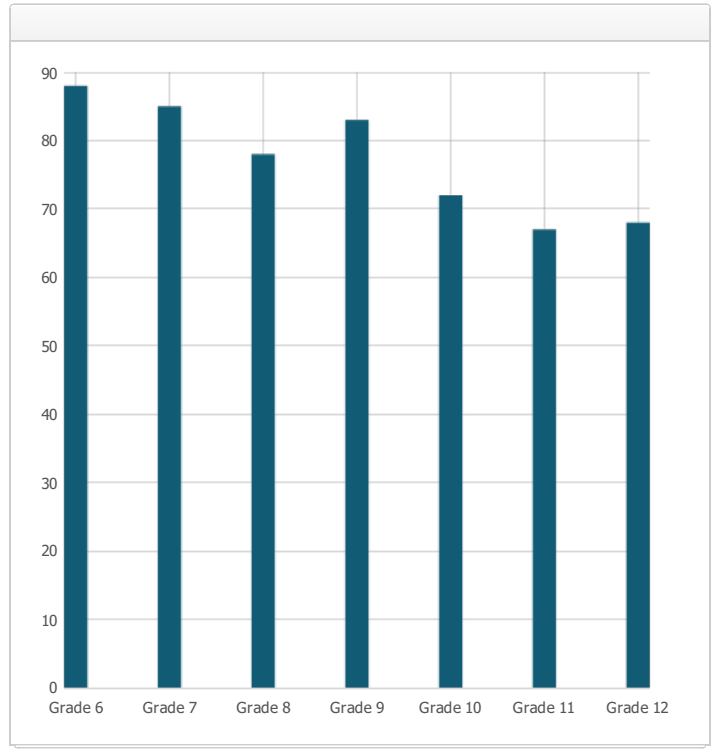
**Connection**

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.

*Last updated: 1/8/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 6	88
Grade 7	85
Grade 8	78
Grade 9	83
Grade 10	72
Grade 11	67
Grade 12	68
<b>Total Enrollment</b>	<b>541</b>



*Last updated: 1/8/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.0 %
Asian	4.1 %
Filipino	2.6 %
Hispanic or Latino	83.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	6.3 %
Two or More Races	0.0 %
Other	2.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.4 %
English Learners	10.5 %
Students with Disabilities	15.2 %
Foster Youth	1.9 %

*Last updated: 1/8/2018*

## A. Conditions of Learning

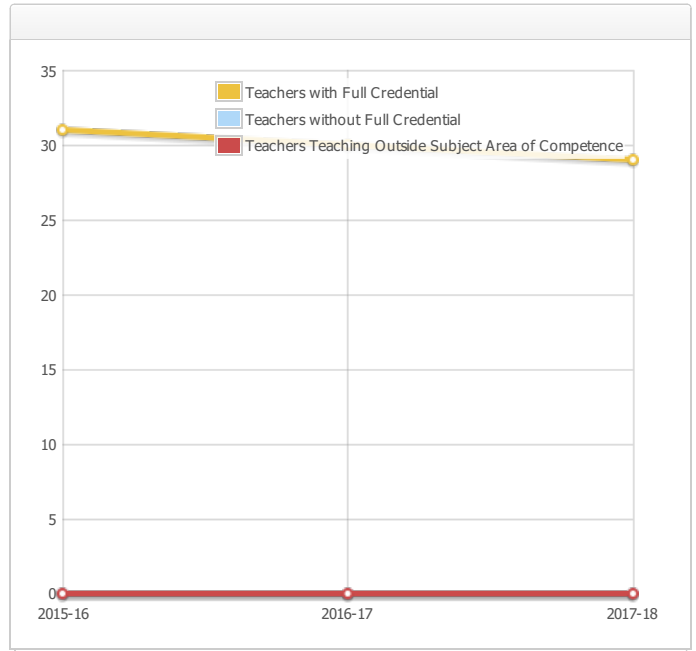
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

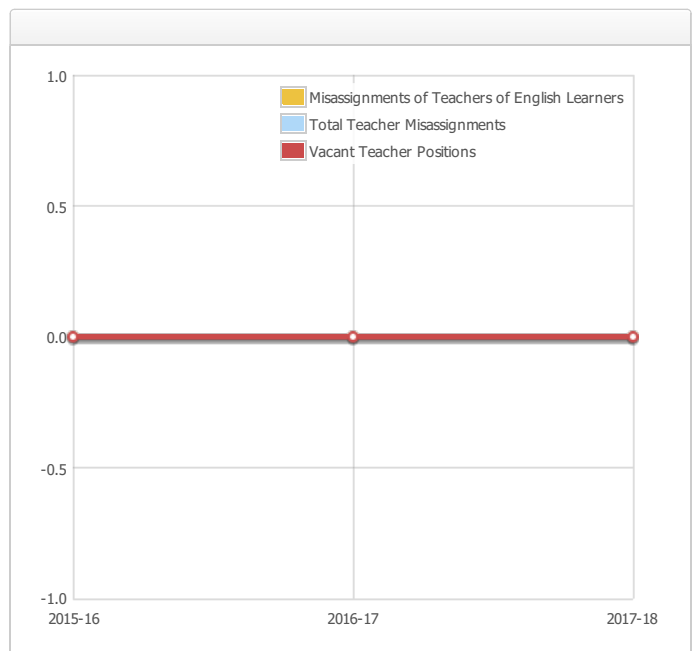
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	30	29	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/8/2018*

## School Facility Conditions and Planned Improvements

**MSA-1 is housed in facilities that have received state Fire Marshal approval, meet the Los Angeles Uniform Building Code, meet federal American Disabilities Act (ADA) access requirements, and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met.**

**MSA-1 is in compliance with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants.**

**Dependent on the facility lease requirements, MSA-1 outsources all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.**

*Last updated: 1/8/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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*Last updated: 1/8/2018*



## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	43%	48%				
Mathematics (grades 3-8 and 11)	31%	30%				

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/8/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	312	310	99.36%	47.10%
Male	161	160	99.38%	44.38%
Female	151	150	99.34%	50.00%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	272	271	99.63%	43.54%
Native Hawaiian or Pacific Islander				
White	21	20	95.24%	75.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	278	277	99.64%	44.04%
English Learners	106	106	100.00%	18.87%
Students with Disabilities	50	50	100.00%	16.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	312	310	99.36%	29.45%
Male	161	160	99.38%	30.63%
Female	151	150	99.34%	28.19%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	272	271	99.63%	24.44%
Native Hawaiian or Pacific Islander				
White	21	20	95.24%	60.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	278	277	99.64%	24.28%
English Learners	106	106	100.00%	--
Students with Disabilities	50	50	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	54%	50%			56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	21.7%	28.9%	27.7%
9	16.0%	19.8%	53.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2018

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

MSA1 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number and parents can easily access their contact information via the website. The teachers and administration at MSA-1 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhances communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Before the start of the school year, MSA-1 holds an orientation for both new and returning students. Each teacher has the opportunity to interview their homeroom students and families to convey the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered.

Our Parent Task Force (PTF) meets every month. We also have Coffee with Admin team to give parents the opportunity to meet the whole admin team once a month. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached.

Open Houses are held during the school year are open to the neighbors and community that the school is located in. Field trips organized over the course of the year are often taken within the community.

Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade. This description is helpful to the parents because the comment is directly written for their child.

We also offer our parents learning opportunities such as Parent University on Saturdays.

# State Priority: Pupil Engagement

Last updated: 1/8/2018

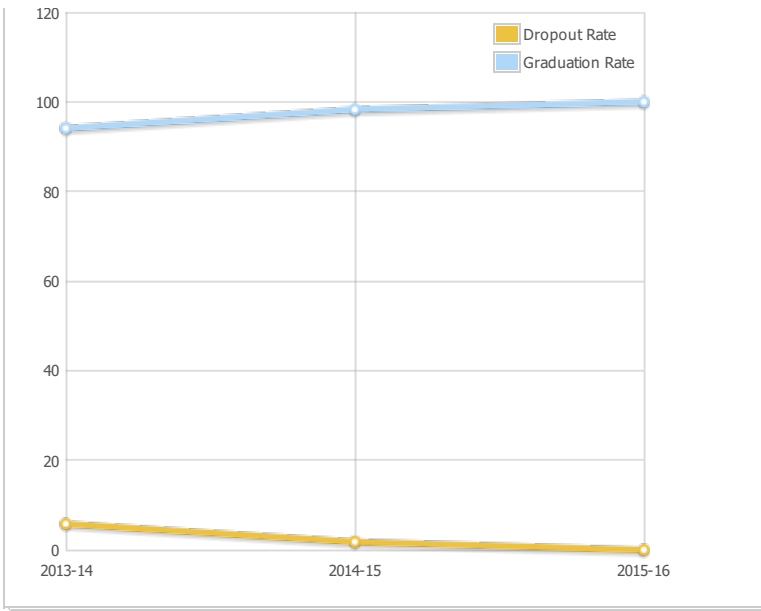
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.8%	1.8%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	94.1%	98.3%	100.0%	21.3%	15.7%	34.7%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 1/8/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100.0%	64.4%	87.1%
Black or African American	--	55.5%	79.2%
American Indian or Alaska Native	--	91.7%	80.2%
Asian	--	74.4%	94.4%
Filipino	--	90.5%	93.8%
Hispanic or Latino	--	64.4%	84.6%
Native Hawaiian or Pacific Islander	--	0.0%	86.6%
White	--	70.3%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	67.5%	85.5%
English Learners	--	38.9%	55.4%
Students with Disabilities	--	36.2%	63.9%
Foster Youth	--	--	--



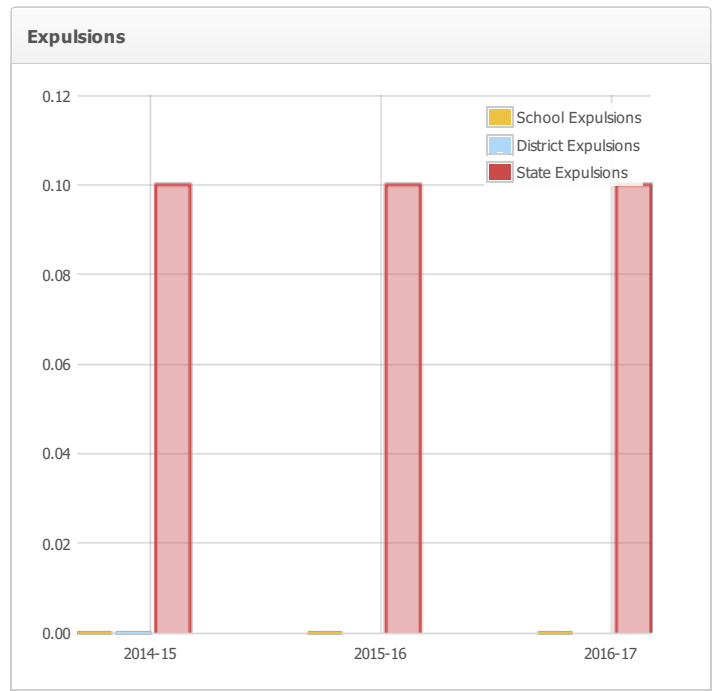
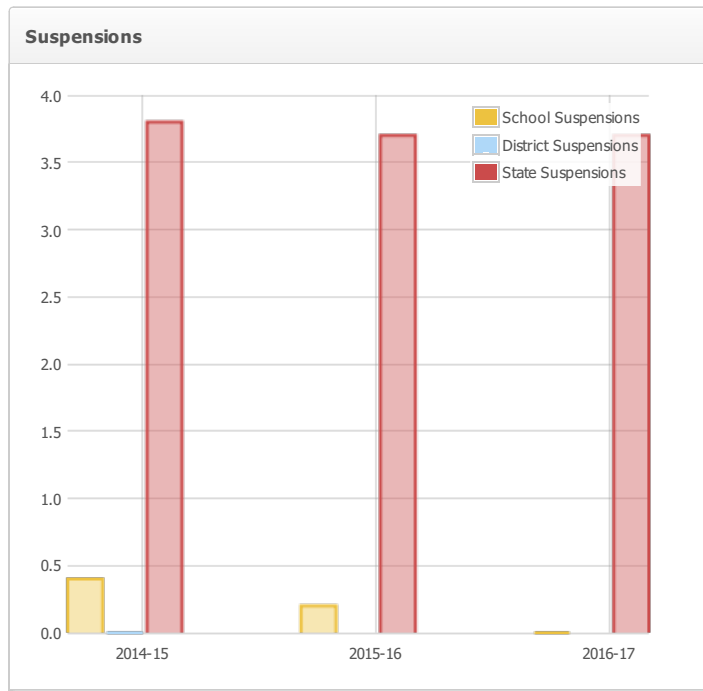
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4%	0.2%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

MSA-1 conducts fire, earthquake and other mandated drills including lock down drills. Our campus is a very safe and welcoming school for our students, parents and staff. We build our school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/8/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	54.8%

Last updated: 1/8/2018

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	25.0		3		25.0		3		25.0		3	
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/8/2018

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0		20		25.0		20		25.0		20	
Mathematics	25.0		20		25.0		20		25.0		20	
Science	25.0		20		25.0		20		25.0		20	
Social Science	25.0		20		25.0		20		25.0		20	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/8/2018*

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	250.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	7.0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/8/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12643.0	\$2904.0	\$9739.0	\$42150.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	38.8%	200.0%

Note: Cells with N/A values do not require data.

*Last updated: 1/8/2018*

## Types of Services Funded (Fiscal Year 2016-17)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

### **Title I**

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

### **Title II**

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for classsize reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

### **Title III**

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

### **EIA LEP**

Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

### **EIA State Comp Ed**

Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviors.

*Last updated: 1/8/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	15	38.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

Last updated: 1/9/2018

**Professional Development**

The following is a description of the school-wide staff development and professional development that takes place at MSA-1.

1. Administrative Meetings: The Principal, Dean of Academics, Deans of Culture and Dean of Students meet at least weekly in the morning to discuss school wide issues: Attendance, enrollment, school safety, upcoming student activities, and to finalize any future programs/activities, communication with students/parents, upcoming staff/professional development. Our Resource Teacher also participates in meetings during the discussion that pertains to our Special Education students.

2. Staff Meetings: All MSA-1 staff/faculty attend weekly staff meeting that takes place on minimum days (Tuesdays). These meetings are led by the school's leadership and discussion topics include: student achievement, discipline/behavior, counseling, school safety, trainings, and to address issues about our students from the staff.

3. Department Chair Meetings: Our department chairpersons meet monthly, prior to the monthly departmental meeting since they develop and finalize the agenda.

4. Department Staff Development: All MSA-1 teachers attend biweekly department staff development meetings where discussion and collaboration take place on the following issues:

- Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction
- How to vertically align course curriculum
- Analysis of Student Achievement Data (MAP, SBAC, CELDT , etc.)
- Preparation for WASC Accreditation
- Share time: Presentation by a faculty member on an effective classroom strategy
- Department Events: Planning & upcoming
- Department issues and policies
- Vertical alignment of the curriculum
- Preparation for WASC Initial Visit & Accreditation

Department Chairs are responsible for developing the agenda and taking minutes. All agendas, minutes and action items are forwarded to the Principal/Leadership team.

5. Grade Level Meetings: Each grade has a monthly grade level meeting.

6. Grade Level Staff Development Meetings: MSA-1 teachers meet monthly in grade level staff development meetings to collaborate and discuss the following issues:

- Address curricular/academic issues
- Share time: presentation by a teacher on best practices
- Discussion and/or placement of struggling students (booster course placement, academic tutoring, Accelerated Reader, Sustained Silent Reading, IEP/504 Plan Meeting)
- Discussion of Academic interventions/support form (yellow slip)
- Discussions and placements of students that are struggling academically (IEP, 504, RT I, SSR, Academic Tutoring)
- Analysis of student achievement data (MAP, SBAC, CELDT , etc.)
- Homework load/differentiation in homework assignments
- Differentiated Instruction: What does it look like in the classroom?

- Long-term projects
- Aligning/standardizing academic grades
- Integration of thematic units including horizontal alignment of the curriculum
- Planning Field Trips

• Student Behavior/school culture: discussion on effective methods for dealing with behavioral issues, developing incentives for positive behavior, including sharing parent contact information and effective strategies for involving families in the discussion.

- Development of incentive programs: School-wide and by grade level
- Mentorship program for students
- Developing one-to-one relationships between a student and an adult at the school who serves as a positive role model, developing a trusting relationship, provides support/guidance especially when the student is dealing with difficult/challenging situations. Grade Level Chairpersons are responsible for developing the agenda, taking minutes and forwarding action items to the school's leadership.

7. End of Year Wrap-up Staff Development Meetings: The Magnolia Public Schools in collaboration with input from Principals determines the areas of need for professional development. The focus of the end-of-year wrap-up meetings at the school site is for faculty to analyze student achievement data, evaluate the effectiveness of various programs implemented at the school (testing, curriculum, intervention, counseling and after-school tutoring). The goal of the end-of-year staff development meetings is for staff to prepare a professional learning plan that addresses the needs of our students and ways to support our teachers. The plan is assessed during summer professional development.

8. Magnolia Public Schools (MPS) Professional Development: Two day of intensive professional development during the summer and 2 additional 1-day Professional Development (1 per semester) during the school year. Topics for these PD's include: Discovery Learning, Accelerated Reader Program, Differentiated Instruction, Using Data to Drive Curricular/Instructional needs, Measures of Academic Progress (MAP) Testing Analysis, Academic Interventions, to name a few .

9. Our teachers attend and have attended professional development workshops held by the following organizations/associations:

- National Charter Schools Conference:
- California Charter Schools Conference (CCSA)
- Charter Schools Development Center (CSDC)
- National Science Teachers Association (NSTA)

In addition, MPS strongly encourages the leadership at each school to provide professional development to our teachers by the following organizations/associations:

- The College Board Professional Development
- Association of Latino Administrators & Superintendents – for Principals
- National Council of Teachers of Mathematics (NCTM)
- National Council of Teachers of English (NCTE)
- California Council for History Education (CCHE)
- California Science Teachers Association (CSTA)
- California Association of Mathematics Teacher Educators (CAMTE)
- Middleton, Young & Minney – workshops for leadership on accountability and compliance

*Last updated: 1/9/2018*

**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2016–17 School Year**

## *For Magnolia Science Academy-2*

**Address: 17125 Victory Blvd., Lake Balboa, CA 91406**  
**Principal: Steven Keskindurk**

**Phone: 818-758-0300**  
**Grade Span: 6-12**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.**

## About This School

### District Contact Information (School Year 2017–18)

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>E-mail Address</b>	duardo_debra@lacoed.edu
<b>Web Site</b>	www.lacoed.edu

### School Contact Information (School Year 2017–18)

<b>School Name</b>	Magnolia Science Academy 2
<b>Street</b>	17125 Victory Blvd.
<b>City, State, Zip</b>	Lake Balboa, Ca, 91406-5455
<b>Phone Number</b>	818-758-0300
<b>Principal</b>	Steven Keskinturk
<b>E-mail Address</b>	skeskinturk@magnoliapublicschools.org
<b>Web Site</b>	msa2.magnoliapublicschools.org
<b>County-District-School (CDS) Code</b>	19647330115212



## **School Description and Mission Statement (School Year 2017–18)**

Magnolia Science Academy -2 (MSA-2) is the one of the Magnolia Public Schools founded as a public charter school in Fall 2007. MSA-2 currently serves over 470 students grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

MSA-2 is a classroom based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math. The school primarily serves students and parents of the San Fernando Valley area.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2016–17 school year. School finances and school completion data are reported for the 2016–17 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2016–17 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2

Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455

Phone: 818-758-0300

Email: skeskinturk@magnoliapublicschools.org

### **Our history**

Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2007 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum

### **Our Mission**

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

### **Our Vision**

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

### **INNOVATION**

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention.

### **CONNECTION**

School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

### **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

**Student Enrollment by Grade Level (School Year 2016–17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	97
Grade 7	92
Grade 8	83
Ungraded Elementary	N/A
Grade 9	60
Grade 10	48
Grade 11	44
Grade 12	37
Ungraded Secondary	N/A
<b>Total Enrollment</b>	<b>461</b>

**Student Enrollment by Student Group (School Year 2016–17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.17%
American Indian or Alaska Native	0%
Asian	3.03%
Filipino	1.74%
Hispanic or Latino	85.03%
Native Hawaiian or Pacific Islander	0%
White	8.03%
Two or More Races	0%
Socioeconomically Disadvantaged	87.85%
English Learners	13.88%
Students with Disabilities	18.44%
Foster Youth	0.05%

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

<b>Teachers</b>	<b>School 2015–16</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2017–18</b>
<b>With Full Credential</b>	27	26	26	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)**

Year and month in which the data were collected:           J          

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		YES	0
Mathematics		YES	0
Science		YES	0
History-Social Science		YES	0
Foreign Language		YES	0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements**

*MSA-2 is located on a facility which is on the Birmingham Community Charter High School (BCCHS) Complex of LAUSD. Maintenance and janitorial services are handled by LAUSD.*

**School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:**         DPL        

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

**Year and month of the most recent FIT report:**                                 

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	35.0%	33.0%				
<b>Mathematics (grades 3-8 and 11)</b>	24.0%	24.0%				

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	315	309	DPC	33%
<b>Male</b>	174	171	DPC	26%
<b>Female</b>	141	138	DPC	41%
<b>Black or African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	268	265	DPC	21%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	23	21	DPC	52%
<b>Two or More Races</b>				
<b>Socioeconomically Disadvantaged</b>	297	294	DPC	32%
<b>English Learners</b>	40	39	DPC	2%
<b>Students with Disabilities</b>	52	50	DPC	8%
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	315	310	DPC	24%
<b>Male</b>	174	172	DPC	23%
<b>Female</b>	141	138	DPC	23%
<b>Black or African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	268	265	DPC	21%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	23	21	DPC	52%
<b>Two or More Races</b>				
<b>Socioeconomically Disadvantaged</b>	297	294	DPC	24%
<b>English Learners</b>	40	39	DPC	0%
<b>Students with Disabilities</b>	52	50	DPC	6%
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5, 8, and 10)</b>	DPC	DPC	DPC	DPC	DPC	DPC

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016–17)

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**Career Technical Education Participation (School Year 2016–17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2016–17)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017–18)

MSA-2 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number and parents can easily access their contact information. The teachers and administration at MSA-2 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhances communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life.

Every six weeks parents are mailed home a hard copy of their child's progress report. We also offer our parents learning opportunities such as Parent College on Saturdays.

Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. MSA-2 holds also an orientation for both new and returning students, Parent Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-2 has a Parent Task Force that meets Monthly. MSA-2 also has a school site council, a school improvement team that provides support for the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in English Learner Advisory Committee (ELAC) meetings which are held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal".

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School			District			State		
	2013– 14	2014– 15	2015– 16	2013– 14	2014– 15	2015– 16	2013– 14	2014– 15	2015– 16
<b>Dropout Rate</b>	5.3%	0.0%	0.0%						
<b>Graduation Rate</b>	89.50	100.00	100.00						

### Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	100%		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School			District			State		
	2014– 15	2015– 16	2016– 17	2014– 15	2015– 16	2016– 17	2014– 15	2015– 16	2016– 17
Suspensions	1.3	0.6	0.2						
Expulsions	0.0	0.0	0.2						

**School Safety Plan (School Year 2017–18)**

Our campus is a very safe and welcoming school for our students, parents and staff. We build our school culture by establishing and following up on our standards and expectations.

Magnolia Science Academy-2's 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 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.

The 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. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff are able to perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavior expectations. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 3	Year 5
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).



**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27		17		27		17		27		17	
Mathematics	27		17		27		17		27		17	
Science	27		17		27		17		27		17	
Social Science	27		17		27		17		27		17	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016–17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	235
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	3	N/A
Other	8	N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$11,021	\$1,073	\$9,948	\$45,608
<b>District</b>	N/A	N/A		
<b>Percent Difference – School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A		
<b>Percent Difference – School Site and State</b>	N/A	N/A		

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016–17)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

**Title I**

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

**Title II**

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

**Title III**

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

**EIA LEP**

Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

**EIA State Comp Ed**

Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviors.

**Teacher and Administrative Salaries (Fiscal Year 2015–16)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016–17)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	2	N/A
<b>English</b>	2	N/A
<b>Fine and Performing Arts</b>	1	N/A
<b>Foreign Language</b>	2	N/A
<b>Mathematics</b>	3	N/A
<b>Science</b>	2	N/A
<b>Social Science</b>	2	N/A
<b>All Courses</b>	14	36%

Note: Cells with N/A values do not require data.

\* Where there are student course enrollments of at least one student.

**Professional Development**

MSA-2 teachers participate in 5-6 full days of professional development per year. These events are hosted by MPS and are conducted before and during school. The major areas of focus have been using data to guide instruction, strategies for English learners, and implement the Common Core standards. Student achievement data have been used to place students in enrichment and intervention classes and to guide individual teacher class instruction. Teachers have also been trained to use the new curriculum by different resources including webinars, peer training and in person trainings. Teachers are supported through regular teacher-admin meetings, student data reporting, department level meetings and collaboration, and grade level teacher meetings and collaboration.

# **2016–17 School Accountability Report Card Template (Word Version)**

(To be used to meet the state reporting requirement  
by February 1, 2018)

**Prepared by:**  
California Department of Education  
Analysis, Measurement, and Accountability Reporting Division

**Posted to the CDE Website:**  
October 2017

**Contact:**  
SARC Team  
916-319-0406  
[sarc@cde.ca.gov](mailto:sarc@cde.ca.gov)

**Important!**

**Please delete this page  
before using the SARC template**

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2016–17 School Year**

## *For Magnolia Science Academy 3-Carson*



**Address:** 1254 E. Helmick St., Carson, CA 90746

**Phone:** 310-637-3806

**Principal:** Shandrea J. Daniel

**Grade Span:** 6th-12th

### About This School

#### District Contact Information (School Year 2017–18)

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>E-mail Address</b>	Duardo_debra@lacoed.edu
<b>Web Site</b>	www.lacoed.edu

#### School Contact Information (School Year 2017–18)

<b>School Name</b>	Magnolia Science Academy 3
<b>Street</b>	1254 E. Helmick Street
<b>City, State, Zip</b>	Carson, CA, 90746
<b>Phone Number</b>	310-637-3806
<b>Principal</b>	Ms.Shandrea Daniel
<b>E-mail Address</b>	sdaniel@magnoliapublicschools.org
<b>Web Site</b>	<a href="http://www.msa3.magnoliapublicschools.org/">http://www.msa3.magnoliapublicschools.org/</a>
<b>County-District-School (CDS) Code</b>	19 10199 0115030

## School Description and Mission Statement (School Year 2017–18)

Magnolia Science Academy 3 is located in Carson (MSA-3). We have a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Next year we will include athletics! MSA-3 was founded in fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space co-locating with Curtis Middle School under proposition 39.

MSA welcomes students on a first come first serve basis. Our mission statement reflects a standards-based educational model that adheres to executing our LCAP with actionable goals and plans to ensure all of our students are equitably served. Our goals include teaching our students life & classroom lessons to prepare them to be college and career ready skills after graduation, be independent and innovative thinkers, we encourage them to be a community and strive for connectedness and to show pride, respect, responsibility in all that they accomplish and do over time.

Currently MSA-3 is serving 462 students from grades 6 through 12 and celebrated its first graduation with a class of 13 students in 2014. All of our teachers are credentialed and teaching within their subject matter and have enriched their experience with teaching a variety of STEAM based electives. They also receive over 40 hours of professional development to help them gain powerful insight to assist their students within and outside of the classroom. Classroom instruction at MSA-3 is supplemented by tutoring, after-school programs, and school-to-university links.

Our parents are highly involved with Parent Task Force, Parent College, Parent Workshops, Coffee with the Principal Meetings, ELAC (English Learners Advisory Committee), SSC (School Site Council), and our Volunteer Champions. Our students enjoy taking courses that satisfy the A-G requirements and are UC and CSU accepted so they can be well versed and prepared for the transition to college. Our after school program offers a variety of clubs and sports to help them prepare for college and to be financially and emotionally prepared for college life.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students.

**MISSION:** Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts/Athletics, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

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

### CORE VALUES

**INNOVATION :** Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention.

**CONNECTION :** School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices

**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.

# 2017-18 SCHOOL GOALS-MSA 3

EXCELLENCE	INNOVATION	CONNECTION
All students will pursue academic excellence and be college/career ready.	All students will become independent, innovative scholars.	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.
<i>Based on ...</i>		
CAASPP Results	1. Increase ELA & MATH Score 3-5% overall growth on the SBAC.	
	2. Utilize ICA's & IAB's to assess student data on a monthly basis.	
	3. Each student will be aware of their scores and work toward improvement in SSR classes.	
CA School Dashboard Data	1. CA Dashboard: Improve Cohort Graduation Rate.	
	2. Chronic Absenteeism decrease by tracking attendance and providing parent engagement, support to deter absenteeism.	
	3. College Readiness education in ssr, and a special elective course for the graduating class to prepare for career planning and college acceptance.	
SURVEYS Review	1. Overall Satisfaction 80% or higher for all stakeholders by May, 2018.	
	2. Increase % of parents that believe discipline at MSA 3 is fair.	
	3. Increase % of students that feel teachers treat them fairly.	
SPSA Annual Evaluation	1. Develop 2017 Single Plan for Student Achievement: rectifying academic intervention for Math & English to help level 1 and 2 students. Streamline and diversify ssr curriculum to help students retain and review pertinent math and english proficiency skills.	
	2. Increase improvement in school culture through intervention support of Edge Coaching, Etiquette & Leadership with SEVA and the Train of Thought chess program.	
	3. Conduct 100-150 home visits for the school year to track and assist students who are identified in our SPSA plan to increase academic and social-emotional support.	
WASC Critical Areas for Follow-up	1. Access to a trained therapist.	
	2. Streamline classroom rules, expectations and skills per each grade level. Refine process for communicating high school graduation requirements, four year plans, and college selection and application processes.	
	3. Evidence of classroom accommodations for SPED and all students in portfolios for each student.	
AUTHORIZER Comments	1. Build a strong relations with LACOE, attend meetings through invitations to the board and charter staff to events.	
	2. Work with charter staff to ensure we are fulfilling requirements and are on track to be renewed in 5 years.	
	3. We need to meet all the deadlines as well.	
OTHER	1. Present, dissect, understand and advance our LCAP with measurable outcomes that can be tracked and assessed for proper usage.	



LCAP Annual Outcomes & INFO	<b>2. Informing all stakeholders about our LCAP efficiently.</b>
	<b>3. Updating our website to ensure information is communicated efficiently.</b>
<b>PRIORITIZED GOALS LIST</b>	
1. Org Chart, Identifying leaders in MSA 3 (Department Chair, Grade Level), ordering proper material for supplies needed for curriculum and lessons, ensuring culture on campus is positive to start the learning process, as well as ensuring we have proper support/intervention programs at the beginning of the year to ensure we have a positive start.	
2. LCAP/CAASPP	
3. Surveys	
4. LCAP	
5. WASC	
6. SPSA	
7. Dashboard	
8. Authorizers	

### Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	DPC
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC
Grade 5	DPC
Grade 6	DPC
Grade 7	DPC
Grade 8	DPC
Ungraded Elementary	DPC
Grade 9	DPC
Grade 10	DPC
Grade 11	DPC
Grade 12	DPC
Ungraded Secondary	DPC
<b>Total Enrollment</b>	DPC

### Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC

<b>Hispanic or Latino</b>	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC
<b>White</b>	DPC
<b>Two or More Races</b>	DPC
<b>Socioeconomically Disadvantaged</b>	DPC
<b>English Learners</b>	DPC
<b>Students with Disabilities</b>	DPC
<b>Foster Youth</b>	DPC

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

<b>Teachers</b>	<b>School 2015–16</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2017–18</b>
<b>With Full Credential</b>	23	25	25	
<b>Without Full Credential</b>				
<b>Teaching Outside Subject Area of Competence (with full credential)</b>				

### Teacher Mis-assignments and Vacant Teacher Positions

<b>Indicator</b>	<b>2015–16</b>	<b>2016–17</b>	<b>2017–18</b>
<b>Mis-assignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Mis-assignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

Note: “Mis-assignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

**Year and month in which the data were collected:** January, 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>			0
<b>Mathematics</b>			0
<b>Science</b>			0
<b>History-Social Science</b>			0
<b>Foreign Language</b>			0
<b>Health</b>			0
<b>Visual and Performing Arts</b>			0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0

Note: Cells with N/A values do not require data.

### **School Facility Conditions and Planned Improvements**

MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. We also occupy their two rooms in their main building, rooms 116 and 218, and additionally use their Weight Room as a classroom. We share locker and cafeteria facilities with Curtiss Middle School. The facility has three or more maintenance staff on-site who clean the campus daily.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** November, 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		x		No major repairs warranted at this time.
<b>Interior:</b> Interior Surfaces		x		N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		x		N/A
<b>Electrical:</b> Electrical		x		N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		x		N/A
<b>Safety:</b> Fire Safety, Hazardous Materials		x		N/A
<b>Structural:</b> Structural Damage, Roofs		x		N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		x		N/A

### Overall Facility Rate

**Year and month of the most recent FIT report:** November 2017

Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics (grades 3-8 and 11)</b>	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5, 8, and 10)</b>	DPC	DPC	DPC	DPC	DPC	DPC

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016–17)**

**N/A**



**Career Technical Education Participation (School Year 2016–17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2016–17)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2017–18)

MSA-3 Carson encourages all stakeholders to be active participants in our school community and provide multiple ways for parents to be involved:

- The School Site Council (SSC) meets once a month and includes stakeholders from all parts of the school community: administrators, teachers, parents, and students. The SSC evaluates and determines school wide improvement programs, budgets, and contributes to important school decisions.
- The English Learners Advisory Committee (ELAC) meets once a month and includes stakeholders from all parts of our school community: administrators, teachers and parents. The ELAC committee meets to support our English Learner (EL) student population in ensuring that they become proficient in English and master the academic content required of all students in California.
- Coffee with the Admin (CWA) program is a weekly meeting with administration and parents to discuss upcoming events, review LCAP and SPSA goals, and develop ideas for the upcoming semesters and school years to come.
- Parent Task Force (PTF) is a committee to help volunteer and increase parent involvement with school events.
- Local Control Accountability Plan LCAP & Title 1 Meetings to discuss funding and budgets for the upcoming school year. All stakeholders meet to plan and develop opportunities for improvements with our most needed students.
- Civic Engagement Program-classes and workshops for parents on financial literacy, how to get their children to and through college, and how to raise social and emotionally healthy children. We provide opportunities for parents to register to vote and provide opportunity for immigration services as well as social and emotional assistance.
- Our College Advisor provides ample opportunities for parent engagement by organizing bilingual-English and Spanish-college related workshops for students and their families. Our Advisor also meets individually with families both at school at home to discuss college readiness and foment a college going culture at our school.
- Home visits are the number one way we connect with parents and students outside of school. Visiting while developing academic and social goals to help increase success for students in the future.
- We host orientation in the summers, back to school nights, community events, family nights, and parent-teacher conferences.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
<b>Dropout Rate</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Graduation Rate</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

## Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

### School Safety Plan (School Year 2017–18)

We have established a School-wide Safety Plan. All classrooms maintain binders with rosters, emergency reports, and the School-wide Safety Plan. All classrooms also have received emergency supply kits equipped with first-aid, water and rations, and toiletry. Administrators and staff have attended multiple school safety professional development opportunities and trainings including Lockdown and Active Shooter training, School / Law Enforcement forum, and School-Police Partnership webinar. School-wide safety and student security is priority for MSA-3, so we will continue to focus on attending trainings and dedicating professional development to maintaining school safety and implementing safety procedures. We also coordinate emergency drills with Curtiss Middle School to establish a campus-wide safety procedure.

Link on our website:

[http://www.msa3.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=316235&type=d](http://www.msa3.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=316235&type=d)



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
1	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
2	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
3	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
4	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
5	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
6	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
Other	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Science</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Social Science</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016–17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1.5	225
<b>Counselor (Social/Behavioral or Career Development)</b>	1.0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	.5	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	.5	N/A
<b>Resource Specialist (non-teaching)</b>	2	N/A
<b>Other</b>	5	N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,243	\$2,069	\$10,174	\$62,884
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016–17)**

MSA-3 focuses on data driven results and our two Dean of Academics work with our Regional Director to determine specific interventions and goals to identify and analyze the data and what research supports. Map testing will take place March or April of 2016. The school's culture is still focused on academics because 6-8 and 10-11th grade students and will participate in state testing. The Smarter Balanced and the Science CST (California State Testing) schedules will be shared to all shareholders through various methods (school website, the weekly newsletter, phone calls and emails home, as well as Facebook and Twitter).

In order to internally assess student progress, MSA-3 continues to use Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exams to monitor growth and evaluate student academic needs as well as SBAC interim block and comprehensive exams.

The MAP exams assess students in two main areas- mathematics and reading. This computer adaptive exam has been reformatted to closer align with the Common Core standards for the 2015-2016 academic school year so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

Since the suspension of the CSTs, Smarter Balance interim exams are also used to measure student progress. Block exams allow teachers to determine needs on subject specific areas, while the Review scores with students on an individual level. That way, students have a better understanding of areas of success and areas of need. Students are then asked to go over their scores and goals with parents who are required to sign that they understand their child's achievement. Parents are then given the opportunity to meet with teachers to discuss their child's scores and progress in their classes.

MSA-3 provides an educational environment that involves both in-class and after-class individual attention. After-class individual attention will occur as part of our after-school tutoring program. A customized program will be offered to students depending on their academic achievement level. Students with a D or F grade in core subjects are classified as low achievers. An improvement plan will be prepared with the involvement of the student, teacher, parent/guardian and dean of academics. Improvement plans will include additional homework, readings and mandatory after school tutoring. The student's progress will be evaluated by the teacher in a timely manner. Low achieving students attend after school tutoring concentrating on the subjects in which they most need assistance. The number of students in each tutoring group will not exceed seven and volunteers from local universities will also help with tutoring programs under the guidance of teachers.

**Teacher and Administrative Salaries (Fiscal Year 2015–16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC

<b>Superintendent Salary</b>	DPC	DPC
<b>Percent of Budget for Teacher Salaries</b>	DPC	DPC
<b>Percent of Budget for Administrative Salaries</b>	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



**Advanced Placement (AP) Courses (School Year 2016–17)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	DPC	N/A
<b>English</b>	DPC	N/A
<b>Fine and Performing Arts</b>	DPC	N/A
<b>Foreign Language</b>	DPC	N/A
<b>Mathematics</b>	DPC	N/A
<b>Science</b>	DPC	N/A
<b>Social Science</b>	DPC	N/A
<b>All Courses</b>	DPC	DPC

Note: Cells with N/A values do not require data.

\* Where there are student course enrollments of at least one student.

**Professional Development**

Professional development is guided through our Teachboost program which helps them plan goals, allows administration to do informal and formal assessments, and through regular PD meetings (weekly) and collaboration meeting with department chairs and grade level chairs, they can review best practices. Twice per year Magnolia Public Schools host symposiums for all teachers and staff can come together to collaborate. Each staff member and teacher have at least 5-10 informal evaluations, 2 formal evaluations, and several individual mentoring and meetings with administration. We also have an edge coach on staff to help them meet their goals; someone they can speak with outside of administration to help them learn.

Professional Development topics vary depending on the changing needs of the school community, but in recent years the central topics of MSA-3's Professional Development sessions have been the following:

- **Student Achievement:** It is our constant goal to continuously improve the academic achievement of our student population. MSA-3 uses a variety of student achievement data to inform instruction. We analyze and disaggregate CST scores, where applicable, CAHSEE scores and MAP scores among other relevant student achievement data in order to target added support and choose promising practices. In recent years, our primary goal has been to increase the academic achievement of all our particular subgroups. The CAASPP Interim Assessment system helps our teachers understand where the students are on a regular basis, along with Illuminate.
- **Supporting Classroom Management:** A part of our professional development focuses on supporting teachers by offering strategies and resources to improve classroom management. The goal is to assist teachers to grow professionally in their craft through the sharing of best practices. We recognize the daily behavioral challenges that teachers can face, and understand that minimizing these behaviors through clear expectations, consistent procedures, and engaging instruction increases classroom learning. We pursue project-based learning and incorporating STEAM in each class in some form or fashion and teachers have to be trained on how to collaborate and combine more curriculum that is project driven and embeds all aspects of our Mission and Vision.

## Magnolia Science Academy 4

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-7000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Magnolia Science Academy 4
<b>Street</b>	11330 West Graham Pl., B-9
<b>City, State, Zip</b>	Los Angeles, Ca, 90064
<b>Phone Number</b>	310-473-2464
<b>Principal</b>	Lisa Ross, Principal
<b>E-mail Address</b>	<a href="mailto:lross@magnoliapublicschools.org">lross@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://msa4.magnoliapublicschools.org">http://msa4.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117622

*Last updated: 1/8/2018*

### School Description and Mission Statement (School Year 2017-18)

#### Descriptopn of School

MPS opened Magnolia Science Academy4 (MSA4) in the fall of 2008. MSA4 is located in West Los Angeles and serves grades 6–12. Classroom instruction at MSA4 is supplemented by tutoring, peer mentoring, after school programs, and school to university connections.

#### 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' 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, schoolwide learner 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.

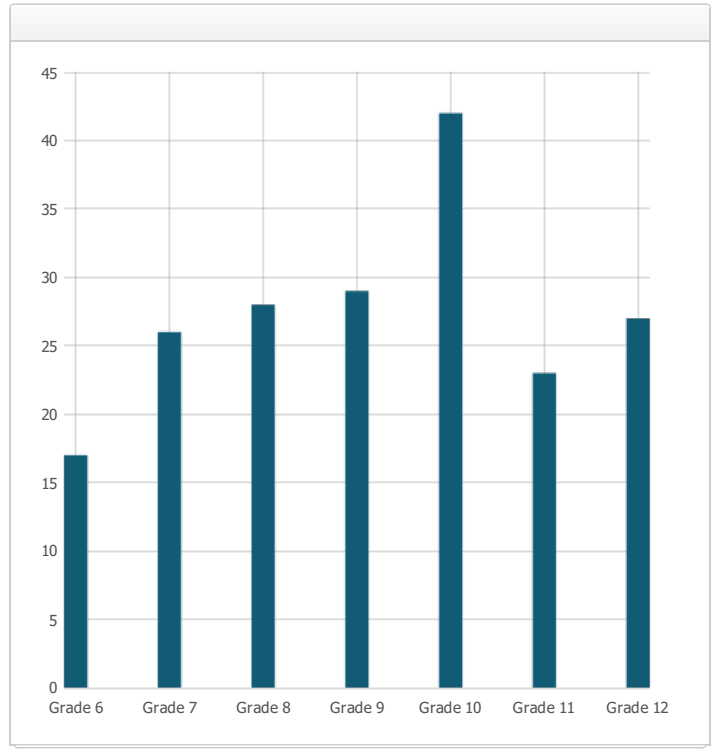
#### **SCHOOLWIDE LEARNER OUTCOMES**

The SLO's are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-4. Our SLO's are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school.

*Last updated: 1/8/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 6	17
Grade 7	26
Grade 8	28
Grade 9	29
Grade 10	42
Grade 11	23
Grade 12	27
<b>Total Enrollment</b>	<b>192</b>



*Last updated: 1/8/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	12.5 %
American Indian or Alaska Native	0.0 %
Asian	0.5 %
Filipino	0.0 %
Hispanic or Latino	77.6 %
Native Hawaiian or Pacific Islander	0.5 %
White	8.9 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.5 %
English Learners	10.4 %
Students with Disabilities	10.4 %
Foster Youth	0.5 %

*Last updated: 1/8/2018*

## A. Conditions of Learning

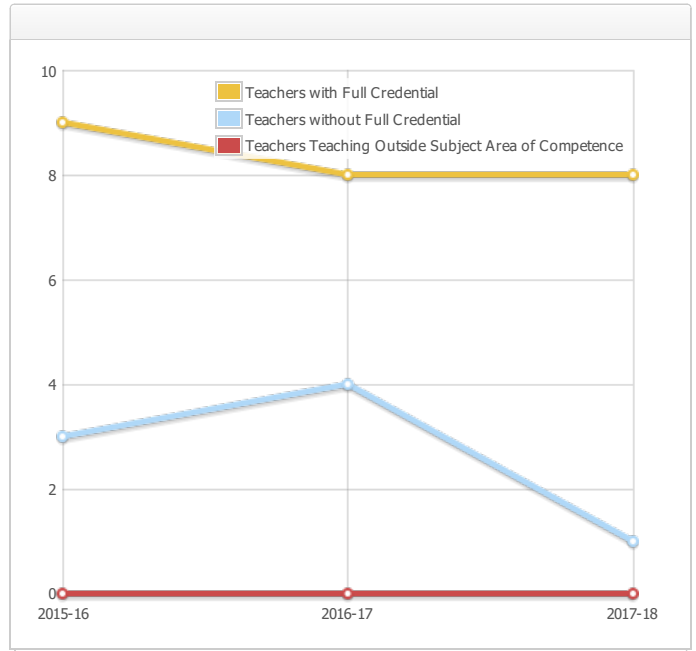
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

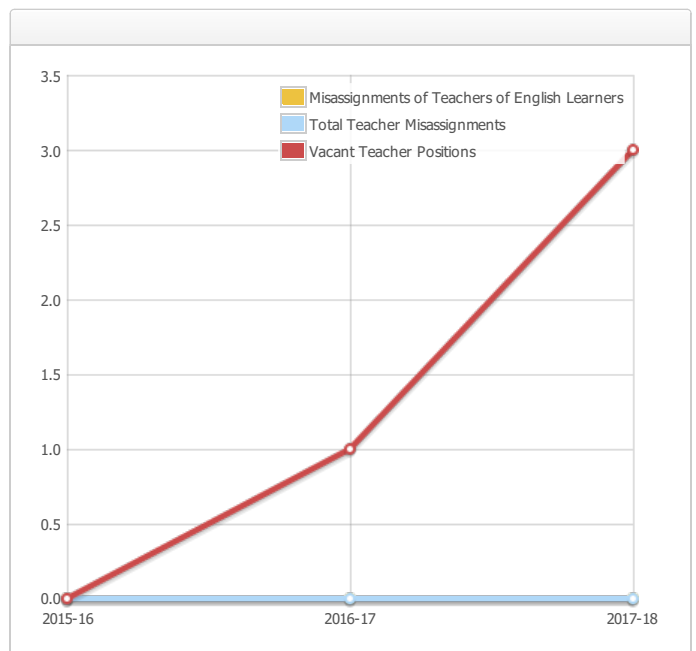
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	8	8	
Without Full Credential	3	4	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	3



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

MSA-4 utilizes California State Board of Education adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area.

**Math:** McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Thematic Unit Materials, Heinemann, The Young Mathematicians at Work Series; Renaissance Learning Accelerated Math Program, Study Island Program

**Science:** McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Chemistry (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Research Corps, Thematic Unit Materials

**English Language Arts/ELD:** McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, Wonders Intervention (K-5), McGraw Hill, FLEX Literacy (3-12), Research Corps, Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, BrainPOP ESL

**Social Science:** McGraw Hill, Networks (K-12); Enrichment/Intervention: Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

At MSA-4, every teacher has access to dedicated computers in their own classrooms and a laptop to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at MSA-4. Teachers will use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Khan Academy, just to name a few. Furthermore, the school utilizes computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS, school information system.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader program, and Triumph Learning Common Core Support Coach allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-4 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-4 encourages parents' active use of school's technological resources to track student's performance by providing computer access to all parents. MSA-4 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the school. MSA-4's computer science curriculum is designed for students with limited computer experience. MSA 4 has employed a one-to-one Chrome Book program and the devices go home to facilitate the use of our online textbooks.

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/ELD: McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, FLEX Literacy (3-12), Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Sync, BrainPOP ESL	Yes	0.0 %
Mathematics	Math: McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill, Building Blocks (K-2), ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, Thematic Unit Materials.	Yes	0.0 %
Science	Science: McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Environmental Science (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Thematic Unit Materials; FuelEd	Yes	0.0 %
History-Social Science	Social Science: McGraw Hill, Networks (K-12); Enrichment/Intervention: Research Corps, Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program	Yes	0.0 %
Foreign Language	Realidades, Nuevas vistas, Triangulo Aprobado and Temas	Yes	0.0 %
Health		No	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2018

### School Facility Conditions and Planned Improvements

1. MSA 4 administrative team provides supervision to ensure the safety of our students.
  
2. We participate in a monthly fire drill. We have earthquake and lockdown drills. We also participate in the Great Shakeout annually. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
  
3. MSA 4 strives to maintain a clean learning environment. MSA4 has the benefit of a day and evening custodian who cleans the classrooms and the campus daily.
  
4. School facilities are in good shape.
  
5. Our Parent Task Force (PTF) also support the maintenance of our facilities by raising funds to facilitate upgrades/improvements.

*Last updated: 1/8/2018*

### School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	MSA 4 and LAUSD are working to maintain a clean environment for all students.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The windows in our college counseling office are in need of repair.

### Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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*Last updated: 1/8/2018*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	39%	31%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	15%	17%	29%	30%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/8/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	90	96.77%	31.11%
Male	58	57	98.28%	22.81%
Female	35	33	94.29%	45.45%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	78	76	97.44%	32.89%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	73	70	95.89%	30.00%
English Learners	29	26	89.66%	15.38%
Students with Disabilities	18	18	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	93	100.00%	17.20%
Male	58	58	100.00%	12.07%
Female	35	35	100.00%	25.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	78	78	100.00%	20.51%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	73	73	100.00%	17.81%
English Learners	29	29	100.00%	--
Students with Disabilities	18	18	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	31.0%	38.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

**Career Technical Education Programs (School Year 2016-17)**

MSA 4 does not currently have a CTE program, but supports students in the following ways:

- partnerships with companies that provide exposure to STEAM related fields.
- facilitate STEAM based internship opportunities
- dual/concurrent enrollment at local community colleges to allow students the opportunity to take career preparatory courses

*Last updated: 1/8/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/8/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	85.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2018

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

MSA-4 Parent Task Force (PTF) works to maintain the close relationship with all stakeholders - teachers and administrators, students, parents and community members. Every parent of a student currently enrolled at MSA-4 is considered a member of the MSA-4 PTF. We also invite the participation of extended family members, friends, neighbors and other business community members. MSA-4 cultivates a culture of volunteerism. We actively encourage our families to contribute their talents and resources to enrich the educational experience of our students. Among its myriad of functions, the PTF assists our teachers with the integration of enrichment programs within the school curriculum. They also organize volunteers. The PTF supports the school and its students by organizing community-building events, and helps to raise funds for the school and STEAM related events. We are dedicated to working collaboratively with all stakeholders to enhance the education of every child.

MSA-4 has established relationships with diverse community organizations. MSA-4 team has support from community leaders. MPS board members and school administrators have strong ties within the community and uses these connections to engage students in STEAM learning and social and civic responsibility. MSA-4 emphasizes building a community around the school. The school leadership arranges meetings with the community through luncheons, back to school nights, and STEAM Expo/Festivals.

# State Priority: Pupil Engagement

*Last updated: 1/8/2018*

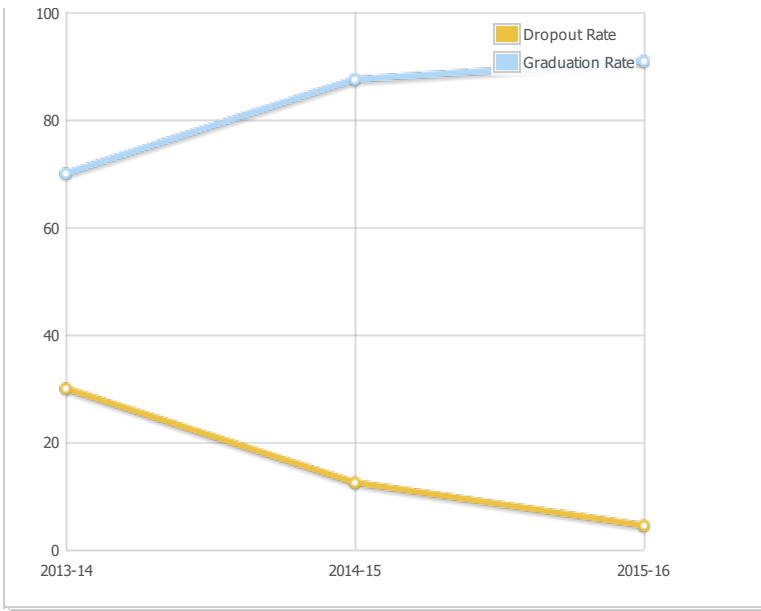
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	30.0%	12.5%	4.5%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	70.0%	87.5%	90.9%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



*Last updated: 1/8/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	95.2%	86.9%	87.1%
Black or African American	80.0%	82.9%	79.2%
American Indian or Alaska Native	0.0%	81.7%	80.2%
Asian	0.0%	89.2%	94.4%
Filipino	0.0%	90.1%	93.8%
Hispanic or Latino	100.0%	87.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	88.8%	86.6%
White	100.0%	86.0%	91.0%
Two or More Races	100.0%	83.3%	90.6%
Socioeconomically Disadvantaged	92.9%	87.9%	85.5%
English Learners	100.0%	38.2%	55.4%
Students with Disabilities	100.0%	59.2%	63.9%
Foster Youth	0.0%	82.7%	68.2%



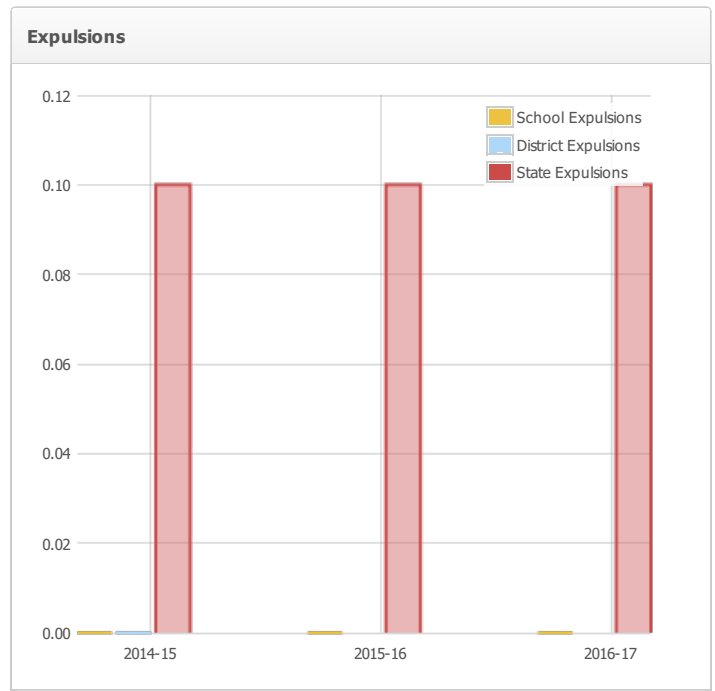
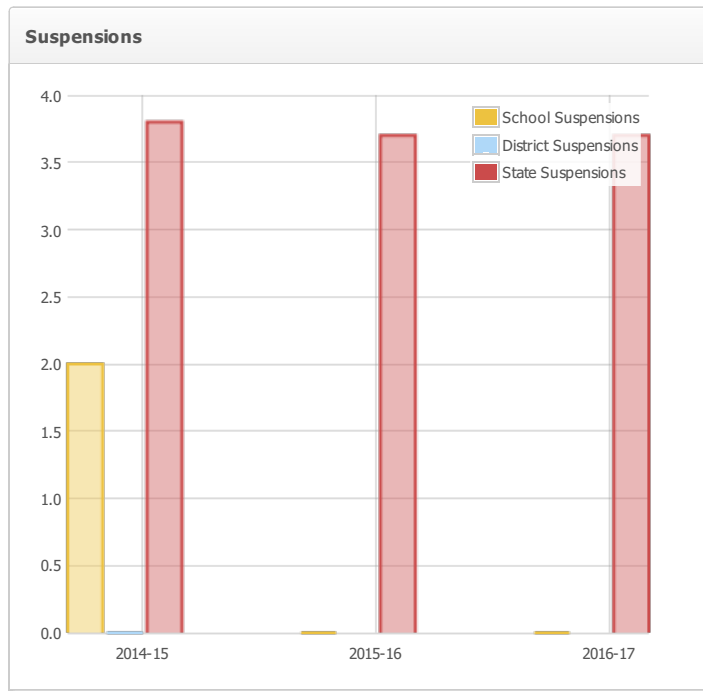
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.0%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

MSA4 conducts fire, earthquake and other mandated drills including the lock down drill. Our campus is a very safe and welcoming environment for our students, parents and staff. We are continuing to build a positive school culture by establishing and following up on our standards and expectations. School safety is a part of our school's annual summer inservice. Safety is also discussed weekly to ensure continuity. During the first weeks of school teachers meet with students to provide students with the MPS handbook which explains our standards and expectations of them including rules and procedures. MSA 4 employs a restorative justice model ("The Justice League") and provide clear school and classroom codes of conduct in a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks.

Our most recent school safety plan was reviewed and discussed with stakeholders on Novemebr 29, 2017.

Last updated: 1/8/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

*Last updated: 1/8/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	22.0	0	7	0	11.0	7	0	0	13.0	7	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/8/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	13	5	2	18.0	15	7	1	16.0	12	7	0
Mathematics	20.0	4	0	0	13.0	4	0	0	12.0	4	0	0
Science	22.0	8	2	2	22.0	6	5	1	23.0	4	6	0
Social Science	23.0	8	3	1	21.0	6	3	1	21.0	7	5	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11741.0	\$1302.0	\$10439.0	\$41840.0
District	N/A	N/A	\$5729.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	58.3%	-55.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	45.4%	-61.8%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2018

**Types of Services Funded (Fiscal Year 2016-17)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

**Title I**

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

**After School Tutoring:**

MSA-4 identifies the socio-economically disadvantaged and low-achieving students, and implements early interventions where indicated. Continuous free tutoring, individual teacher mentoring and support, after school programs, home visits, motivational guest speakers, parent meetings, university and college visits, and field trips shape the educational vision of the student and the family. Parents are invited to meet their child's teachers and are encouraged to participate in their child's education. Power English and Math intervention classes are offered during elective periods to students who are not achieving at grade level. Individual and small group tutoring as well as homework clubs are also available. Low achieving students' progress is quantitatively measured through MAP and Accelerated Reader with the goal of attaining at least one year's academic progress within the school year.

**Academic Clubs:**

MSA-4 offers academic clubs and enrichment to support learners with additional learning opportunities. These clubs help learners to benefit from an extended day for instruction in a hands-on and fun way in science, robotics, and art clubs.

**Title II**

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

**Title III**

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

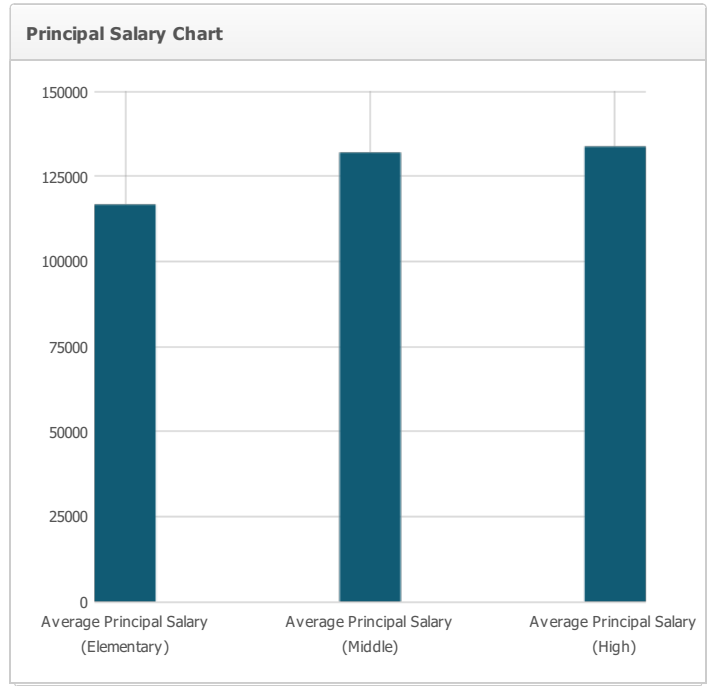
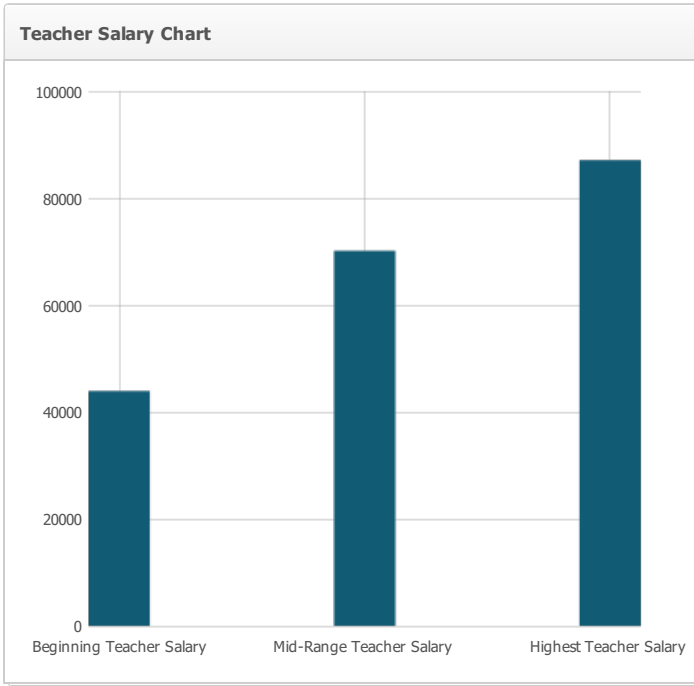
*Last updated: 1/8/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457

Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/8/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	4	22.4%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 1/8/2018*

**Professional Development**

MSA-4's core components of professional development (PD) include in-house and outside training activities. The in-house PD consists of bi-weekly meetings to discuss teaching practice, peer mentoring through peer observation to improve teaching practice, department level meetings to oversee the consistency and coherency in teaching and learning. There are a minimum of 12 PD days incorporated into our school calendar to build a culture of continued learning. The outside professional development days include attending training events such as conferences. Every academic year begins with an extensive in-service program consisting of orientations for new staff, required annual trainings and workshops for school programs. There will be 5 days of in-services just before the school opens in academic year. New teachers go through additional trainings. The induction program consists of the following trainings and sessions: General School-wide Expectations and Non-negotiables, Personnel Handbook and Benefit Programs; Internal and External Communication; Teacher Performance and Support Programs; School-Wide Academic Goals, State and NWEA MAP Tests; Academic Policies and Practices; Master Calendar, Daily Schedules, Syllabi, Lesson Structures and Annual Plans; Professional Learning Communities, Staff Meetings, Grade and Department Chair duties and Responsibilities; SIS use, Teacher Portal Network, Computers and E-mail System; Positive Behavioral Support System, Incentive and Recognition Programs; Supervision Duties and Responsibilities; Emergency and Safety Plans; Annual Sexual Harassment and Bullying Prevention Trainings; Child Abuse and Neglect Training; Special Education and Section 504 Training. New teachers will go over additional training and workshops to orient to the policies, practices, and procedures of the school. Mentor teachers will provide personal and professional support to the new teachers.

*Last updated: 1/8/2018*

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2016–17 School Year**

## *For Magnolia Science Academy 5*

**Address:** 18230 Kittridge Street, Reseda 91335 **Phone:** (818) 705-5676  
**Principal:** Brad Plonka **Grade Span:** 6-10

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### District Contact Information (School Year 2017–18)

District Name	DPC
Phone Number	DPC
Superintendent	DPC
E-mail Address	DPC
Web Site	DPC

### School Contact Information (School Year 2017–18)

School Name	DPC
Street	DPC
City, State, Zip	DPC
Phone Number	DPC
Principal	DPC
E-mail Address	DPC
Web Site	DPC
County-District-School (CDS) Code	DPC

### School Description and Mission Statement (School Year 2017–18)

***Narrative provided by the LEA***

#### **SCHOOL DESCRIPTION**

*Magnolia Science Academy-5 (MSA-5) is an independent public charter school located in the Reseda community of Los Angeles. MSA-5 is a small-size school that serves 211 students from grades 6-10 in classes with a maximum of 27 students. Magnolia's mission is to provide high-quality education with an academic focus on math, science, and technology integration, and a character education focus on raising respectful, responsible, and creative individuals by forming nurturing student parent-staff triads. We provide a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as electives, tutoring, after school clubs, field trips, community meetings, and much more. In its main curriculum, Magnolia Science Academy-5 provides its students with rigorous education in core subjects, such as Math, Science, Social Studies, and English Language Arts. Physical Education and Foreign Language classes are also offered daily as part of the curriculum. Character Education and electives, such as Computer are enrichments to Magnolia Science Academy-5 main program.*

#### **MISSION STATEMENT**

*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.*

#### **INNOVATION**

*Students have the freedom to choose how and what they learn.*

*Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention.*



**CONNECTION**

*School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.*

**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.*

**Student Enrollment by Grade Level (School Year 2016–17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	DPC
<b>Grade 1</b>	DPC
<b>Grade 2</b>	DPC
<b>Grade 3</b>	DPC
<b>Grade 4</b>	DPC
<b>Grade 5</b>	DPC
<b>Grade 6</b>	DPC
<b>Grade 7</b>	DPC
<b>Grade 8</b>	DPC
<b>Ungraded Elementary</b>	DPC
<b>Grade 9</b>	DPC
<b>Grade 10</b>	DPC
<b>Grade 11</b>	DPC
<b>Grade 12</b>	DPC
<b>Ungraded Secondary</b>	DPC
<b>Total Enrollment</b>	DPC

**Student Enrollment by Student Group (School Year 2016–17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	DPC
<b>American Indian or Alaska Native</b>	DPC
<b>Asian</b>	DPC
<b>Filipino</b>	DPC
<b>Hispanic or Latino</b>	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC
<b>White</b>	DPC
<b>Two or More Races</b>	DPC
<b>Socioeconomically Disadvantaged</b>	DPC
<b>English Learners</b>	DPC

<b>Students with Disabilities</b>	DPC
<b>Foster Youth</b>	DPC

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

<b>Teachers</b>	<b>School 2015–16</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2017–18</b>
<b>With Full Credential</b>	10	11	12	DPL
<b>Without Full Credential</b>	0	0	0	DPL
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

Year and month in which the data were collected: 09/2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill STUDY SYNC	Yes	0
Mathematics	Glencoe CA Math	Yes	0
Science	GLENCOE ISCIENCE COURSES	Yes	0
History-Social Science	Holt History	No	0
Foreign Language	Realidades	No	0
Health	0	0	0
Visual and Performing Arts	0	0	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

- The campus is cleaned regularly by an on-site custodian throughout the school day. LAUSD custodians take care of cleaning and maintaining the facility. No other improvement is planned.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:**           DPL          

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	DPL	DPL	DPL	DPL
<b>Interior:</b> Interior Surfaces	DPL	DPL	DPL	DPL
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	DPL	DPL	DPL	DPL
<b>Electrical:</b> Electrical	DPL	DPL	DPL	DPL
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	DPL	DPL	DPL	DPL
<b>Safety:</b> Fire Safety, Hazardous Materials	DPL	DPL	DPL	DPL
<b>Structural:</b> Structural Damage, Roofs	DPL	DPL	DPL	DPL
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	DPL	DPL	DPL	DPL

### Overall Facility Rate

**Year and month of the most recent FIT report:**           DPL          

Overall Rating	Exemplary	Good	Fair	Poor
	DPL	DPL	DPL	DPL

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics (grades 3-8 and 11)</b>	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5, 8, and 10)</b>	DPC	DPC	DPC	DPC	DPC	DPC

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016–17)

<b><i>Narrative provided by the LEA</i></b>
N/A



**Career Technical Education Participation (School Year 2016–17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2016–17)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2017–18)

#### *Narrative provided by the LEA*

*We are committed to engaging parents as partners in their children's education. We work with parents to challenge and encourage our students to exceed expectations and always have support available. MSA-5 teachers often meet with parents for conferences and respond promptly to their e-mails and voice messages. Our unique school information system provides parents with confidential access to student records. The school website and the school newsletter keep our parents updated with news and events about the school and call for involvement in school events. We have a Parent Task Force (PTF) that meets regularly. Either directly or through the PTF, parents can help the school by volunteering in projects such as fundraisers, special events, field trips, campus beautification, the school site committee, and more.*

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
<b>Dropout Rate</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Graduation Rate</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

## Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

### School Safety Plan (School Year 2017–18)

#### ***Narrative provided by the LEA***

*Magnolia Science Academy-5 conducts monthly fire, earthquake and other mandated drills including lock down drills. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294- 35297. Our campus is a very safe and welcoming school for our students, parents and staff. We are building school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and*

*procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment.*

*At Magnolia, we believe the safety of our students is crucial for their education. The students are constantly supervised, from the time they come to school until they leave, including the nutrition and lunch breaks. We have a uniform policy and also offer after-school programs until 6:00 P.M.*

*All students at MSA-5 have the right to feel safe at school, not threatened by anybody or anything. To this purpose, our school policies and procedures, detailed in our student handbook, are designed to provide a safe and friendly learning environment. A structured discipline policy has been established and enforced to provide such an environment.*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>1</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>2</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>3</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>4</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>5</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>6</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Other</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Science</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Social Science</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016–17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	0	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,665	\$1,391	\$9,274	\$45,517
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016–17)**

<b><i>Narrative provided by the LEA</i></b>	
<i>Title I</i>	<i>Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.</i>
<i>Title II</i>	<i>Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.</i>
<i>Title III</i>	<i>Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.</i>

**Teacher and Administrative Salaries (Fiscal Year 2015–16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC

<b>Percent of Budget for Administrative Salaries</b>	DPC	DPC
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For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



**Advanced Placement (AP) Courses (School Year 2016–17)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	DPC	N/A
<b>English</b>	DPC	N/A
<b>Fine and Performing Arts</b>	DPC	N/A
<b>Foreign Language</b>	DPC	N/A
<b>Mathematics</b>	DPC	N/A
<b>Science</b>	DPC	N/A
<b>Social Science</b>	DPC	N/A
<b>All Courses</b>	DPC	DPC

Note: Cells with N/A values do not require data.

\* Where there are student course enrollments of at least one student.

**Professional Development*****Narrative provided by the LEA***

- *The following is a description of the school-wide staff development and professional development that takes place at MSA-5;*

*1. Administrative Meetings: The Principal, Dean of Academics and Dean of Students meet at least weekly in the morning to discuss school wide issues: Attendance, enrollment, school safety, upcoming student activities, and to finalize any future programs/activities, communication with students/parents, upcoming staff/professional development. Our Resource Teacher also participates in meetings during the discussion that pertains to our Special Education students.*

*2. Staff Meetings: All MSA-5 staff/faculty attend weekly staff meeting that takes place on minimum days (Tuesdays). These meetings are led by the school's leadership and discussion topics include: student achievement, special education, english language development, discipline/behavior, counseling, school safety, trainings, and to address issues about our students from the staff.*

*3. Department Chair Meetings: Our department chairpersons meet monthly, the week prior to the next departmental meeting since they develop and finalize the agenda.*

*4. Department Staff Development: All MSA-5 teachers attend biweekly department staff development meetings where discussion and collaboration take place on the following issues:*

- *Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction, Response to Intervention (RTI)*
- *How to vertically align course curriculum*
- *Analysis of Student Achievement Data (MAP, STAR/CST, CELDT, etc.)*
- *Preparation for WASC Accreditation*
- *Share time: Presentation by a faculty member on an effective classroom strategy*
- *Department Events: Planning & upcoming*
- *Department issues and policies*

## Magnolia Science Academy 6

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### John Terzi, Principal

Principal, Magnolia Science Academy 6

### About Our School

Dear Parents,

As the principal of Magnolia Science Academy-6, I believe that we, at MSA-6, can offer a quality of learning that will help students achieve their educational goals. But we seek to do more than just achieve good grades; we aspire to broaden the minds of our students and open their eyes to understanding and tolerance in this world. That's why we are organizing and having instructive and fun events like a Science fair, a History fair, a Spanish fair, an Art contest and a career fair. We would like to include all our students and parents for these events and want them to be proactive.

MSA-6 is operated by the Magnolia Public Schools (MPS), a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. With this vision, MPS opened MSA-6 in the fall of 2009.

I would like to thank to all our parents, students and teachers who are just like a family here. Their support and dedication is very much appreciated!

Thank you,

John G. Terzi

MSA-6 Principal

[jterzi@magnoliapublicschools.org](mailto:jterzi@magnoliapublicschools.org)

### Contact

Magnolia Science Academy 6  
3754 Dunn Dr.  
Los Angeles, CA 90034-5805

Phone: 310-842-8555

E-mail: [jterzi@magnoliapublicschools.org](mailto:jterzi@magnoliapublicschools.org)



## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Magnolia Science Academy 6
<b>Street</b>	3754 Dunn Dr.
<b>City, State, Zip</b>	Los Angeles, Ca, 90034-5805
<b>Phone Number</b>	310-842-8555
<b>Principal</b>	John Terzi, Principal
<b>E-mail Address</b>	<a href="mailto:jterzi@magnoliapublicschools.org">jterzi@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://msa6.magnoliapublicschools.org">http://msa6.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117648

*Last updated: 1/9/2018*

### School Description and Mission Statement (School Year 2017-18)

Magnolia Science Academy-6 Palms (MSA-6) is one of eleven charter schools operated by Magnolia Public Schools in California. In order to have a clearer perspective of MSA-6, we must first provide the history and progress of our charter authorizer, Los Angeles Unified School District; our Charter Management Organization, Magnolia Public Schools; and our school.

Los Angeles Unified School District (LAUSD)

MSA-6 Palms is located in West Los Angeles and has been serving to Palms community since 2009. LAUSD conducts annual site reviews of its charter schools including MSA-6 Palms.

There are 241 charter schools under the jurisdiction of LAUSD that serve the greater Los Angeles area. LAUSD is the largest school district in the state of California and the second largest in the nation. This district currently serves over 667,251 students in Pre K-12 with 448 Elementary, 85 middle, and 94 high schools.

LAUSD student demographics include:

- 73.4% Hispanic
- 10% African American
- 8.8% White
- 3.9% Asian
- 0.4% Pacific Islander
- 0.4% American Indian
- 1% Two or more races not Latino
- 180,495 English Language Learners
- 59.1% Free/Reduced Lunch
- 82,257 Students with Special Needs
- Annual Operating Budget: \$6.5 Billion

MAGNOLIA PUBLIC SCHOOLS

The Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation is a non-profit organization established in 1997. Founding members were a group of active community members and educators within Southern California, whose belief was to improve educational opportunities in underserved communities that would serve as an asset to our nation's progress and further development. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in the areas of math, science and technology through their partnerships with local universities within Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives.

In the fall of 2002, MPS established its first charter school, Magnolia Science Academy-1 (Reseda) in the San Fernando Valley. Since then, MPS has established or acquired a total of twelve successful charter schools throughout the state of California that provide innovative and high-quality STEM education predominately serving low-income neighborhoods.

In 2009, the State Board of Education (SBE) approved MPS' request to establish ten state-wide charter schools within six years. This was a historical and momentous event for the foundation as the SBE has only granted such a request twice before to a Charter Management Organization (CMO). The first two school sites opened in August 2009, in Santa Ana and Orangevale.

Magnolia Public Schools bases its educational program knowing that our nation's economic future will require a highly trained workforce in mathematics, science, and technology. According to the 2003 National Science Board report, "The Science and Engineering Workforce; Realizing America's Potential" analyses of current trends indicate that serious issues lie ahead that will threaten our nation's long-term prosperity, economic standing and national security.

These issues include:

- A reduction in student interest in areas, such as engineering, mathematics, and sciences.
- A wave of retirees in the sciences projected over the next two decades.
- Projected rapid job growth in the Science and Engineering sector over the next decade, three times the rate of all other sectors.
- Anticipated growth for Americans with STEM skills to fill jobs related to national security

#### MPS PHILOSOPHY

##### Vision

Graduates of Magnolia Public Schools (MPS) are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

##### Mission

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

#### STUDENT LEARNING OUTCOMES (SLO)

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

##### Scholarship

Scholarship 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 scholarship 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. 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.

#### Student Learning Outcomes (SLOs)

MPS graduates will be:

Scholars who:

- ? Think critically.
- ? Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning).
- ? 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.

Independent Scholars who:

- ? Exhibit the ability to integrate technology as an effective tool in their daily lives.
- ? Use technology effectively to access, organize, research and present information.
- ? 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.
- ? Are self-directed.
- ? Meaningfully engage in learning activities.
- ? Make informed decisions on their learning pathways.
- ? Know their readiness levels, interests, and backgrounds.
- ? Understand their own learning styles and intelligence preferences.
- ? Reflect on their learning.
- ? Accept feedback and adapt to change.

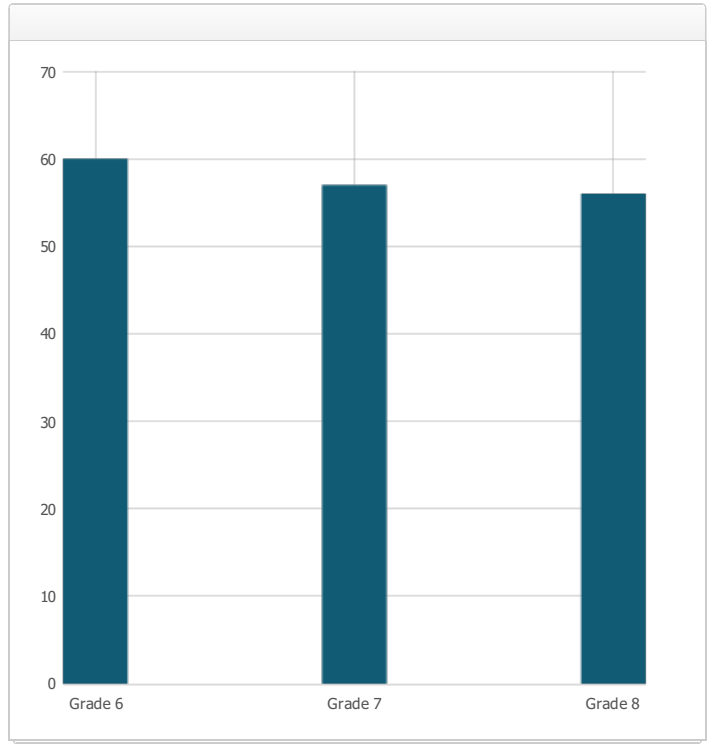
Community Focused Citizens who:

- ? 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.
- ? Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.
- ? Develop their ability to affect change in the world.
- ? Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness.
- ? Understand that outreach is a responsibility.
- ? Realize that agitation is a mechanism to activism.

*Last updated: 1/9/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 6	60
Grade 7	57
Grade 8	56
<b>Total Enrollment</b>	<b>173</b>



*Last updated: 1/9/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	12.1 %
American Indian or Alaska Native	0.0 %
Asian	1.2 %
Filipino	0.0 %
Hispanic or Latino	82.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.5 %
Two or More Races	1.2 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.9 %
English Learners	11.0 %
Students with Disabilities	15.6 %
Foster Youth	0.0 %

*Last updated: 1/9/2018*

## A. Conditions of Learning

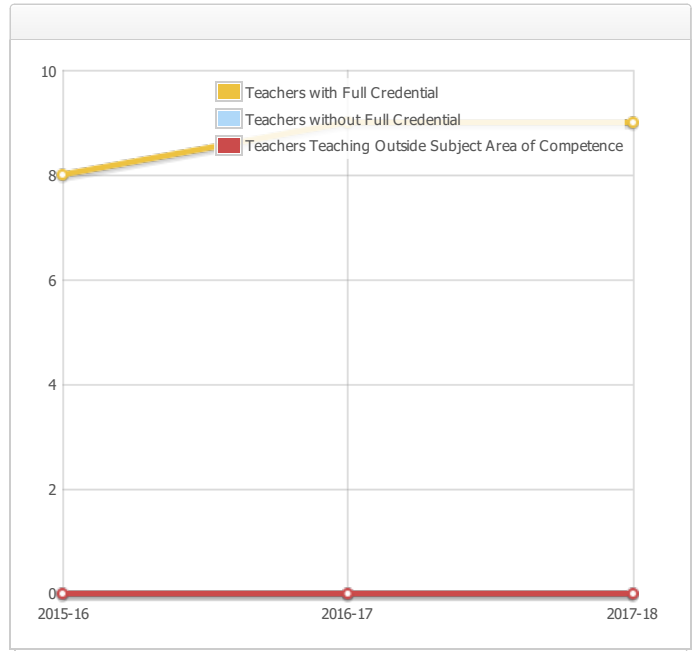
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

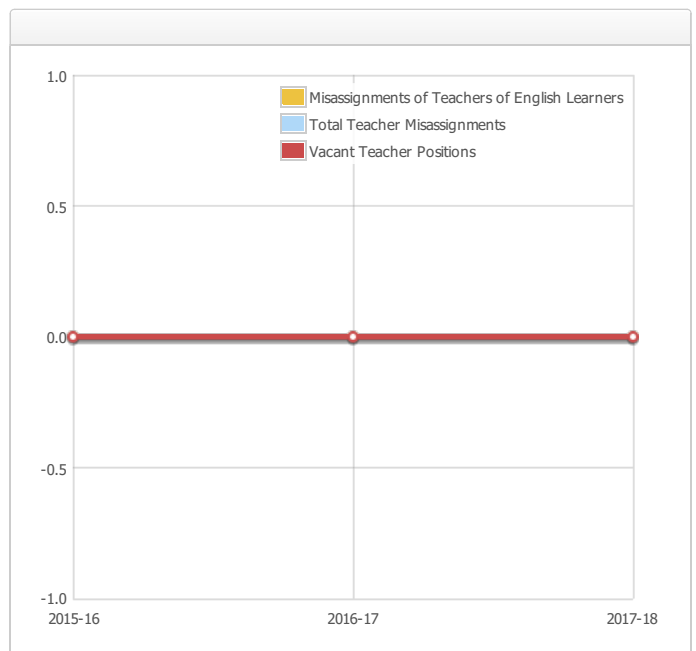
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	9	9	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2018



**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: August 2015

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill English for 6th-7th-8th grades	Yes	0.0 %
Mathematics	McGraw Hill Math for 6th-7th-8th grades	Yes	0.0 %
Science	McGraw Hill integrated Science Glencoe Science for 6th-7th-8th grades (reference book)	Yes	0.0 %
History-Social Science	McGraw Hill History for 6th-7th-8th grades	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/9/2018*

## School Facility Conditions and Planned Improvements

1. At our school, we have 3 to 4 teachers out on duty daily to ensure safety for the kids.
2. At our school we have monthly drills like fire, earthquake or lockdown. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
3. At the beginning of 2016-17 school year, we replaced our security cameras and installed high definition surveillance cameras for students' safety.
4. School facilities are in good shape. Some classrooms are a little cold and heaters were provided for each classroom by the administration for the students. This has been brought up to the attention of the site manager to have a regular heater for these classrooms.
5. At the beginning of 2016-17 school year, we purchased intercom system for our front door and increased visitor monitoring.
6. Over the summer break, a fresh coat of paint was added to the exterior walls.
7. Painting of the lunch benches were done during the summer break.
8. Our Parent Task Force (PTF) raises money for facility improvement and organizes campus beautification days every year.
9. School cleanliness is enforced to the students as well as to the staff. There is also a part time custodian who cleans the classrooms and the campus every day.

*Last updated: 1/10/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

## Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Good
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*Last updated: 1/10/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	44%	43%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	26%	25%	29%	30%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/9/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	173	98.86%	42.77%
Male	99	97	97.98%	34.02%
Female	76	76	100.00%	53.95%
Black or African American	21	20	95.24%	25.00%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	144	143	99.31%	44.06%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	142	140	98.59%	40.71%
English Learners	65	65	100.00%	24.62%
Students with Disabilities	27	27	100.00%	14.81%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/10/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	175	174	99.43%	25.29%
Male	99	98	98.99%	18.37%
Female	76	76	100.00%	34.21%
Black or African American	21	20	95.24%	15.00%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	144	144	100.00%	25.00%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	142	141	99.30%	24.11%
English Learners	65	65	100.00%	15.38%
Students with Disabilities	27	27	100.00%	11.11%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	82.0%	77.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/9/2018*

**Career Technical Education Programs (School Year 2016-17)**

We don't have a CTE program at the moment but what we do have is a Life Skills Program.

Life Skills program at Magnolia Public Schools 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 schoolwide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support MPS' 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.

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	18.2%	23.6%	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2018

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

#### PARENTAL INVOLVEMENT

##### 1. Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-6 believes that a cooperative parentstudent-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-6 will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities:

Parent education groups where parents will learn the importance of their involvement in their child's education.

Individualized student and parent advisory sessions: Each of our 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.

##### 2. Student-Teacher Status Portal

MSA-6 uses Cool SIS which is an online web portal currently being used at all Magnolia Public Schools (MPS). The use of the school website enables 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.

##### 3. Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-6. By having representative(s) on the MPS Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include:

The Parents/Guardians will attend Coffee with the principal and Parent Task Force (PTF) meetings regularly and advise the SSC.

In 2016-17 school year, we have started our Parent College program which is a parent empowerment program designed to improve parents' capacity so they can become informed advocates for their children's education. Our parents will meet with our staff on Saturdays (5 meetings) and graduate from this program in April. 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.

Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-6.

There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning. Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.

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

# State Priority: Pupil Engagement

*Last updated: 1/9/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

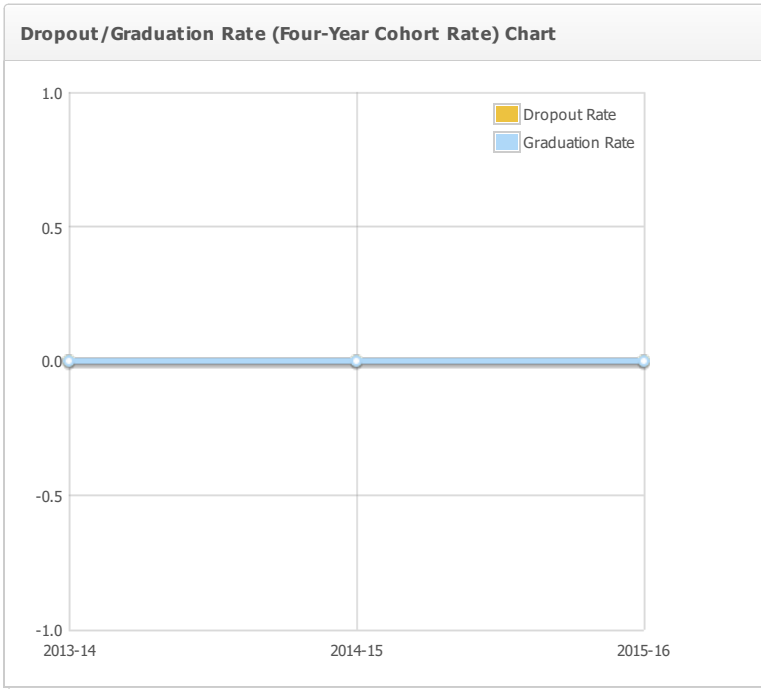
- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16



Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%



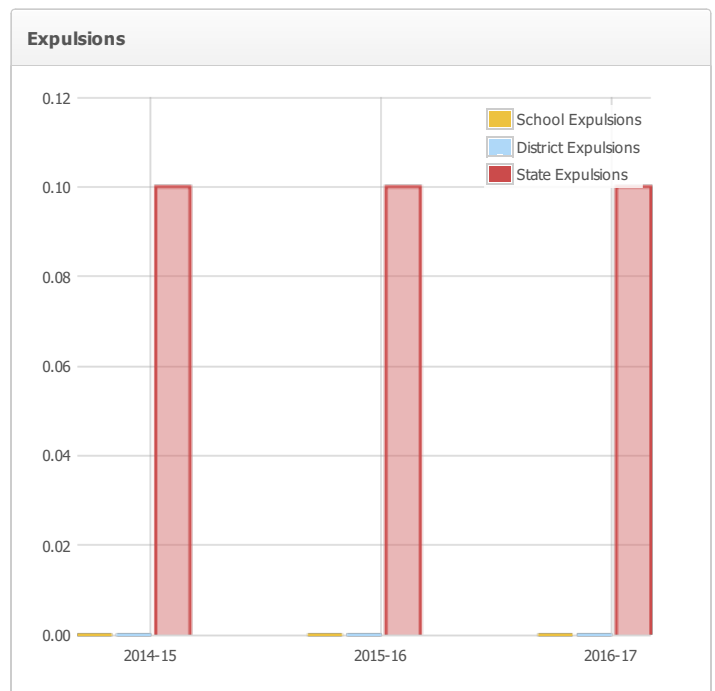
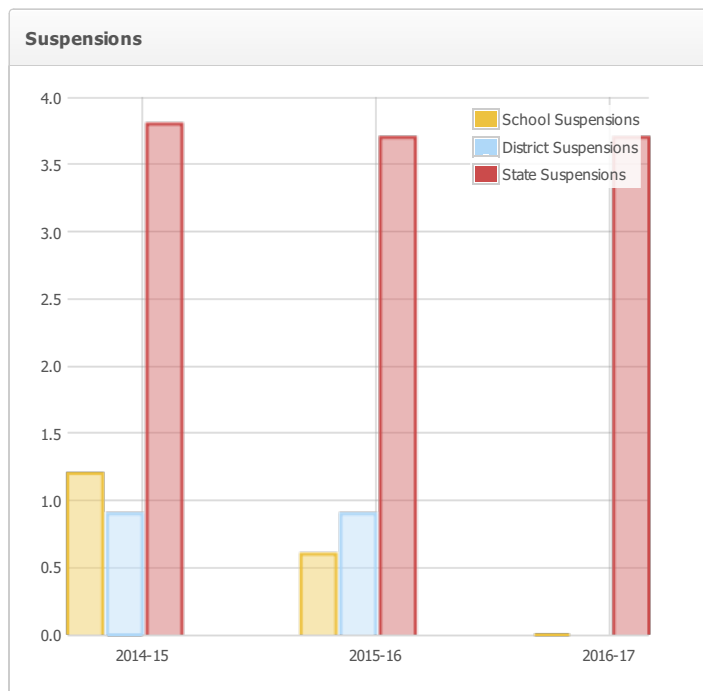
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2%	0.6%	0.0%	0.9%	0.9%	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

## School Safety Plan (School Year 2017-18)

Our school's 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.

*Last updated: 1/10/2018*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

*Last updated: 1/9/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	23.0	0	16	0	31.0	0	16	0	28.0	2	6	3
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/9/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	3	4	0	26.0	2	4	0	28.0	0	6	0
Mathematics	28.0	0	4	0	26.0	2	4	0	28.0	0	6	0
Science	27.0	0	4	0	26.0	2	4	0	28.0	0	6	0
Social Science	27.0	0	4	0	26.0	2	4	0	28.0	0	6	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/9/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8922.0	\$2065.0	\$6857.0	\$49567.0
District	N/A	N/A	\$5729.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	17.9%	-39.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	4.2%	-46.1%

Note: Cells with N/A values do not require data.

Last updated: 1/10/2018

**Types of Services Funded (Fiscal Year 2016-17)**

## Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

## Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

## Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled. EIA LEP Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees. EIA State Comp Ed Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviors.

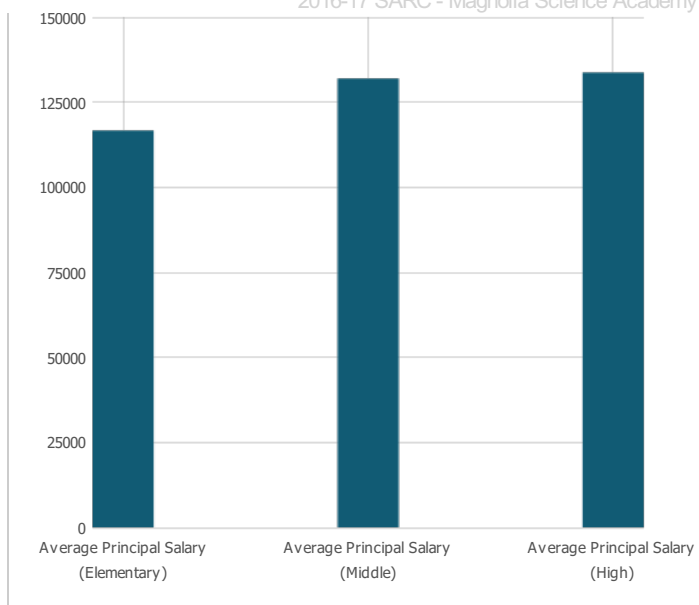
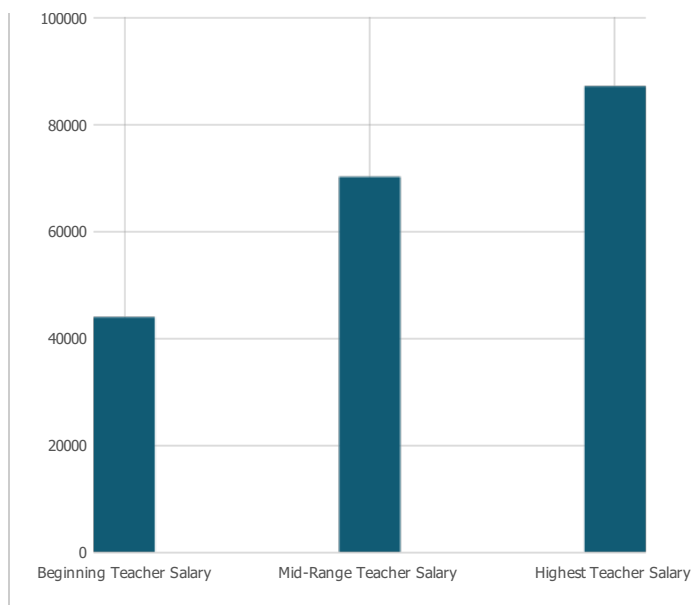
*Last updated: 1/9/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart****Principal Salary Chart**



Last updated: 1/9/2018

## Professional Development

Each summer, principals from the Magnolia Public Schools attend Leadership Training at the Central Office, and present an annual review on their school's progress towards addressing academic achievement, assess instructional programs, discuss effective best practices, and develop the annual Professional Development Plan based on the needs of the faculty as well as their feedback. Also, challenges concerning academics and organization of the school are discussed during the summer, with set plans on how to address those concerns for the new school year.

The following is a description of the professional development and staff meetings that take place at the Magnolia Public Schools' Central Office (the organization).

1. Principals Meeting: All MPS principals, executive staff and consultants meet monthly to discuss data and accountability issues. In addition, MPS Central office provides ongoing support and trainings to principals based on needs.
2. Dean of Academics Meeting: All Magnolia Public Schools Dean/Academic Coordinators and Magnolia Executive staff meets bimonthly at the central office to discuss academic issues and goals.
3. Dean of Students Meeting: All Magnolia Public Schools Dean/Discipline Coordinators and Magnolia Executive Staff meet bimonthly to discuss discipline issues at each school, including attendance, school culture, and the Character Education Program (LIFE SKILLS). Revisions to the Student/Parent Handbook are discussed besides what is working, and what is not working. Constant communication is occurring between the Central Office and MSA-6.

The following is a description of the school-wide staff development and professional development that takes place at MSA-6.

1. Administrative Meetings: The Principal, Dean of Academics and Dean of Students meet at least weekly in the morning to discuss school wide issues: Attendance, enrollment, and school safety.
2. Staff Meetings: All MSA-6 faculty attend weekly staff meetings that take place on shortened days (Tuesdays). These meetings are led by the school's leadership, and the staff discusses the following topics: student achievement, discipline/behavior, counseling, school safety, trainings, best practices, SPED, and any other issues that may arise. Also, during this time staff will make announcements and plan future school wide events.
3. Department Staff Development: All MSA-6 teachers attend department staff development meetings bi weekly where discussion and collaboration take place addressing the following issues:
  - Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction
  - Vertical Alignment of course curriculum
  - Analysis of Student Achievement Data (MAP, SBAC, STAR/CST, CELDT, etc.)
  - Share time: Presentation by a faculty member on an effective classroom strategy
  - Department Events: Planning & upcoming
  - Department issues and Policies

Examples of student work that align with what is described in these meetings will also be useful.

Teachers in each department share students' work pertaining to the areas of improvement. For instance, if six grade English Language Art students need to improve their writing skills, instructors are asking to bring in assignments that designed to help students' writing skills. Depending on the areas of improvement for each department, teachers share their input and opinion about the items that may be discussed in future meeting. For instance, teachers share their plans for events such as Pi day, President's Day, and Veteran Day and share their ideas about using assignments and projects. Moreover, teachers share their thoughts about the agenda and recommend items to be added to the list for future meetings. Finally, agenda items from previous week PD meeting are reviewed and input from teachers are identified and recorded to see if goals and objectives are met.

4. Grade Level Staff Development Meetings: MSA-6 teachers meet in grade level staff development meetings to collaborate and discuss the following types of issues:

- Address curricular/academic issues
- Share time: presentation by a teacher on best practices
- Discussion and/or placement of struggling students (booster course placement, academic tutoring, Accelerated Reader, Sustained Silent Reading, IEP/504 Plan Meeting)
- Discussion of Academic interventions/support form (yellow slip)
- Analysis of student achievement data (MAP, SBAC, STAR/CST, CELDT, etc.)
- Homework load/differentiation in homework assignments
- Differentiated Instruction: What does it look like in the classroom?
- Long-term projects
- Aligning/standardizing academic grades
- Integration of thematic units including horizontal alignment of the curriculum
- Planning Field Trips
- Student Behavior/school culture: discussion on effective methods for dealing with behavioral issues, developing incentives for positive behavior, including sharing parent contact information and effective strategies for involving families in the discussion.
- Development of incentive programs: School-wide and by grade level

5. School wide PD Conference: All MSA-6 Faculty attend a yearly Professional Development. All MSA-6 teachers attend this conference that brings academic researchers and classroom teachers to discuss and exchange ideas on research-based pedagogy, data, and best practices. This past year the conference took place at Magnolia Science Academy 6. Workshops include:

- The Active Classroom
- Leadership in Increasing & Supporting the Advanced Placement Population and Success for Under-served Populations
- Differentiated Reading Classrooms at all grade levels – teaching in small groups
- Creating Desirable Difficulties to Enhance Mathematics Learning
- Reinforcing STEM Education through Classroom Activities/Projects

6. End of Year Wrap up Meetings: The Magnolia Public Schools, in collaboration with Principals, determines the areas of need for professional development. The focus of the end-of-year wrap up meetings at the school site is for faculty to analyze student achievement data, evaluate the effectiveness of various programs implemented at the school (testing, curriculum, intervention, counseling and after-school tutoring). The goal of the end-of-year staff development meetings is for staff to prepare a professional learning plan that addresses the needs of our students and ways to support our teachers. The plan is assessed during summer professional development.

7. Summer Professional Development: During the month of August, Magnolia Public Schools (the organization) provides 5 days of intensive professional development for all MPS teachers and administrators.

8. Additional Conferences/Trainings/Seminars:

Our teachers attend/have attended professional development workshops held by the following organizations/associations:

- California Charter Schools Conference (CCSA)
- California Science Teacher Association
- National Science Teacher Association Conference
- Magnolia Public Schools (MPS) Professional Development: Two day of intensive professional development during the summer and 5 additional 1 day Professional Development (at least 1 per semester) during the school year. Topics for these PD's include: Discovery Learning, Accelerated Reader Program, Differentiated Instruction, MyOn, Using Data to Drive Curricular/Instructional needs, Measures of Academic Progress (MAP) Testing Analysis, Academic Interventions, to name a few.

In addition, MPS strongly encourages the leadership at each school to provide professional development to our teachers by the following organizations/associations:

- The College Board Professional Development
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- National Council of Teachers of English (NCTE)
- California Council for History Education (CCHE)
- California Science Teachers Association (CSTA)
- California Association of Mathematics Teacher Educators (CAMTE)

*Last updated: 1/9/2018*



## Magnolia Science Academy 7

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Fatih Metin, Principal

Principal, Magnolia Science Academy 7

#### About Our School

Dear MSA-7 Families,

Welcome to Magnolia Science Academy-7! I am glad to be the principal of a school where the administration and staff strive to provide a quality education for all students.

There are many exciting things happening this year. MSA-7 shifted its focus from STEM to STEAM by implementing the Arts while teaching Science, Technology, Engineering, and Math. We also increased our power by adding a full-time ELD coordinator whose main focus will be English Learners.

MSA-7 enriches students' capacities with STEAM Clubs such as: Coding Club, Engineering Club, Math Olimpiad Team, Science Club etc.

Additionally MSA-7 increased its efficiency with RtI Coordinator and School Site Culture Coordinator positions.

MSA-7 values partnerships with all stakeholders. We want you to become a part of what Magnolia Science Academy-7 has to offer our students and community. We are counting on you to become a partner with our school to provide the best education for all children in our community. Education is a partnership that cannot occur without the backing of every staff member, the involvement of every parent, and the dedication of every student. At MSA-7, we value our SSC, ELAC, and PTF committees. As a parent, being part of these committees and volunteering in other forms can increase your support for your school.

As we continue throughout the year, please watch for important flyers and newsletters which provide additional information and dates of important events.

I look forward to working with everyone to ensure that Magnolia Science Academy-7 is a place where children grow socially, emotionally, and academically in order to reach their maximum potential.

My best wishes for a productive and successful 2016 - 2017 school year.

#### Contact

Magnolia Science Academy 7  
18355 Roscoe Blvd.  
Northridge, CA 91325-4104

Phone: 818-886-0585

E-mail: [fmetin@magnolapublicschools.org](mailto:fmetin@magnolapublicschools.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Magnolia Science Academy 7
<b>Street</b>	18355 Roscoe Blvd.
<b>City, State, Zip</b>	Northridge, Ca, 91325-4104
<b>Phone Number</b>	818-886-0585
<b>Principal</b>	Fatih Metin, Principal
<b>E-mail Address</b>	<a href="mailto:fmetin@magnoliapublicschools.org">fmetin@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://msa7.magnoliascience.org">http://msa7.magnoliascience.org</a>
<b>County-District-School (CDS) Code</b>	19647330117655

*Last updated: 1/8/2018*

### School Description and Mission Statement (School Year 2017-18)

**Vision:**

MSA-7'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.

**Mission:**

MSA-7 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.

MSA-7 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.

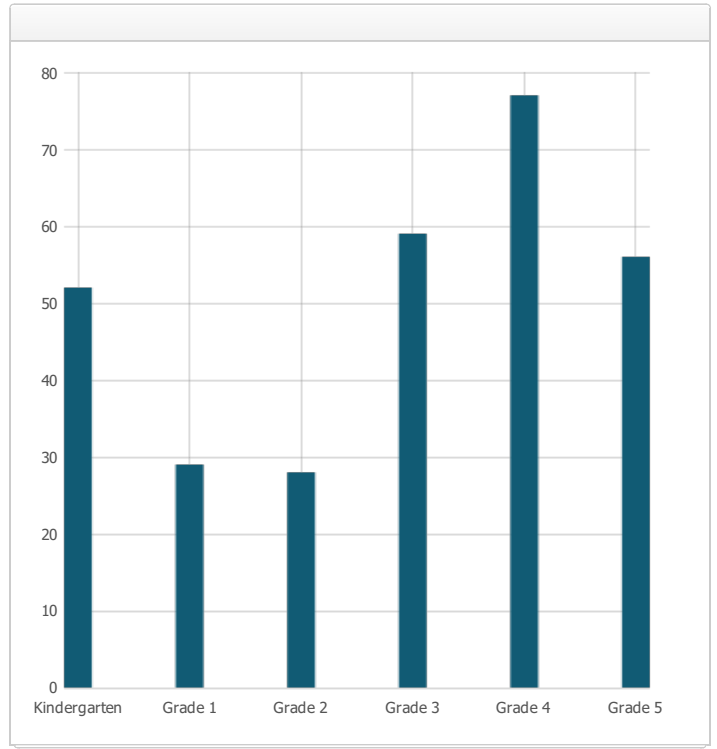
- Connection

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.

*Last updated: 1/8/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	52
Grade 1	29
Grade 2	28
Grade 3	59
Grade 4	77
Grade 5	56
<b>Total Enrollment</b>	<b>301</b>



*Last updated: 1/8/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	5.3 %
American Indian or Alaska Native	0.0 %
Asian	5.6 %
Filipino	3.7 %
Hispanic or Latino	63.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	20.3 %
Two or More Races	2.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.1 %
English Learners	24.6 %
Students with Disabilities	13.0 %
Foster Youth	0.0 %

*Last updated: 1/8/2018*

## A. Conditions of Learning

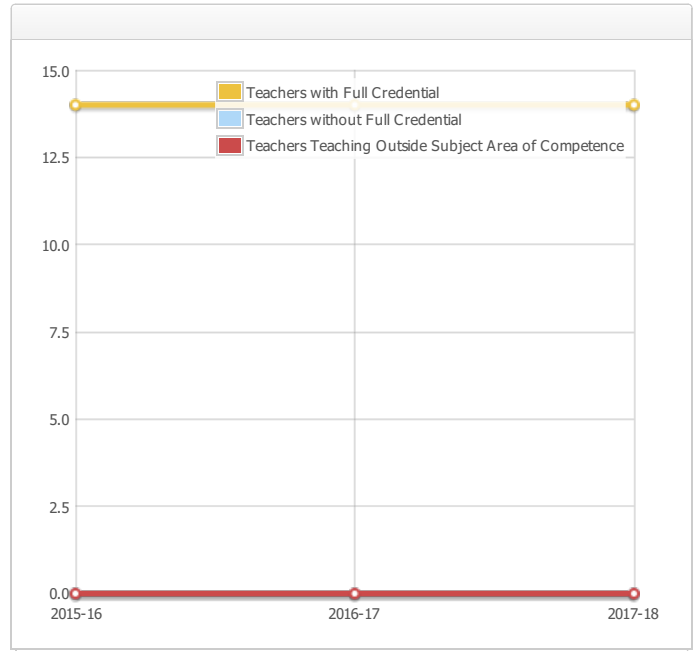
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

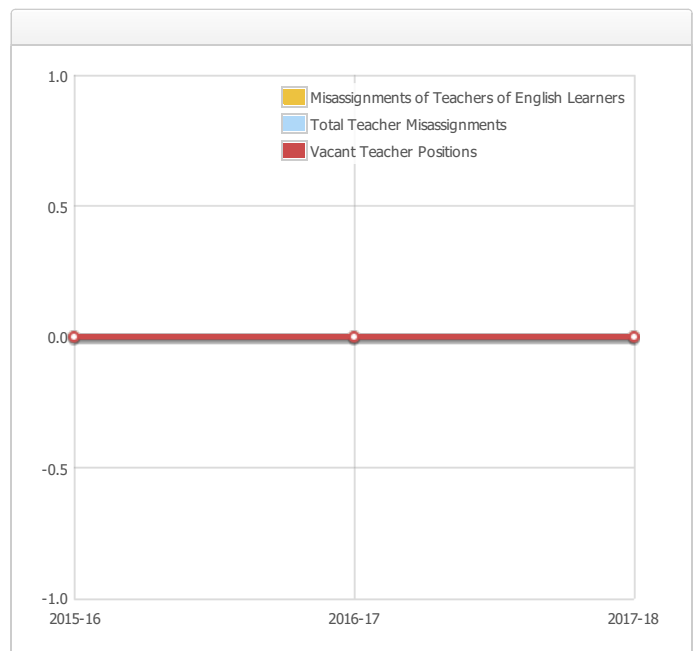
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	14	14	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: December 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Wonders TK-5th grade	Yes	0.0 %
Mathematics	McGraw Hill My Math TK-5th grade	Yes	0.0 %
Science	McGraw Hill Inspire Science TK-5th grade	Yes	0.0 %
History-Social Science	McGraw Hill Networks TK, 1st, 2nd, 3rd, 5th McGraw Hill Our Golden State, 4th grade	Yes	0.0 %
Foreign Language			0.0 %
Health	Spark Health Education TK-5th	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/8/2018*

### School Facility Conditions and Planned Improvements

MSA-7 is using the old private school building which is good according to the regulations.

However building is old so need continuously maintenance. Recently 3 AC units are changed, one new water fountain added, all trees are trimmed and 1 broken slide is replaced.

Maintenance will continue according to the needs.

*Last updated: 1/8/2018*

### School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Quarterly planned and additionally (as needed) PEST Control is coming to the school.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	After the strong rain, 2016-2017 Winter, some of the leaking points of the roof are fixed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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*Last updated: 1/8/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	52%	48%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	35%	39%	29%	30%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/8/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	185	98.93%	47.57%
Male	97	97	100.00%	37.11%
Female	90	88	97.78%	59.09%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	120	119	99.17%	43.70%
Native Hawaiian or Pacific Islander				
White	38	37	97.37%	51.35%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	139	137	98.56%	40.88%
English Learners	87	85	97.70%	36.47%
Students with Disabilities	33	33	100.00%	21.21%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	187	187	100.00%	39.04%
Male	97	97	100.00%	40.21%
Female	90	90	100.00%	37.78%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	120	120	100.00%	30.00%
Native Hawaiian or Pacific Islander				
White	38	38	100.00%	60.53%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	139	139	100.00%	32.37%
English Learners	87	87	100.00%	32.18%
Students with Disabilities	33	33	100.00%	24.24%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71.0%	72.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

**Career Technical Education Programs (School Year 2016-17)**

MSA-7 is an elementary school focused on STEAM. MSA-7's mission includes preparing students for the future carriers.

Accordingly, MSA-7 teaches all of its students basic computer skills including Excell, Word and office skills.

Additionally, school wide college career week provides all students about the different career specialties such as engineering, medical studies and more.

In this week all students are motivated on having college degree.

Also with various clubs some students have opportunity to experience some technical areas such as coding club, engineering club, gardening club etc.

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	27.3%	21.8%	20.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2018

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

Parents involve and design the school activities by participating School Site Council, English Learners Advisory Committee, Parent Task Force, coffee with the admin, LCAP and Title 1 meetings.

School planned 20 parent involvement activities such as Family Night, Spelling Bee, Dr. Seuss Day, STEAM EXPO, Winter Show, etc.

# State Priority: Pupil Engagement

Last updated: 1/8/2018

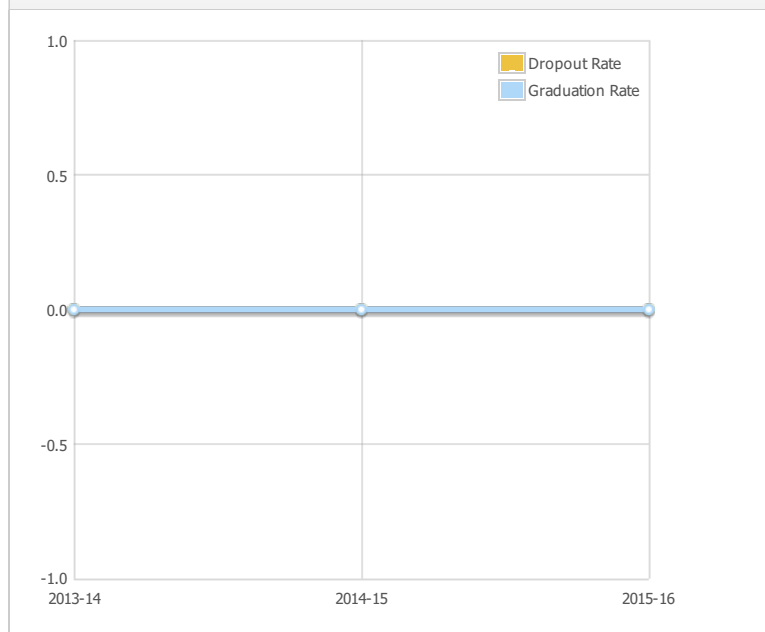
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



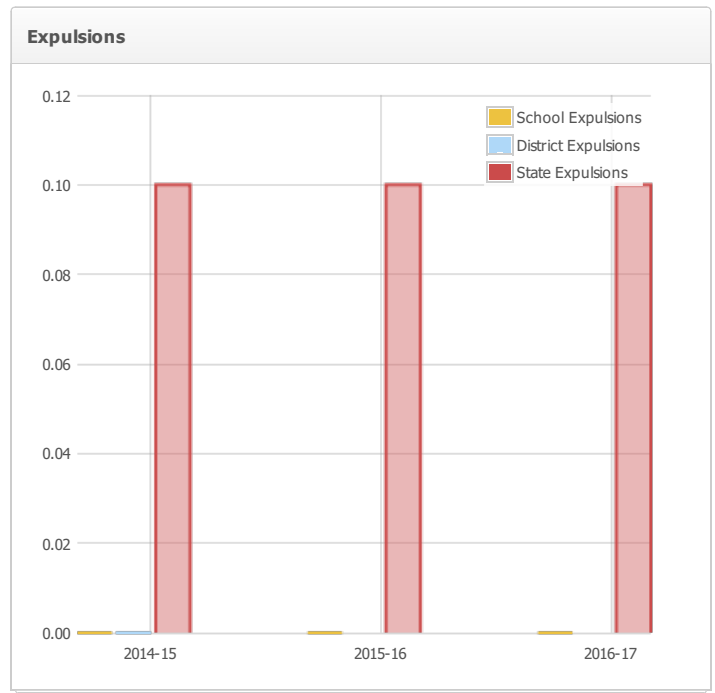
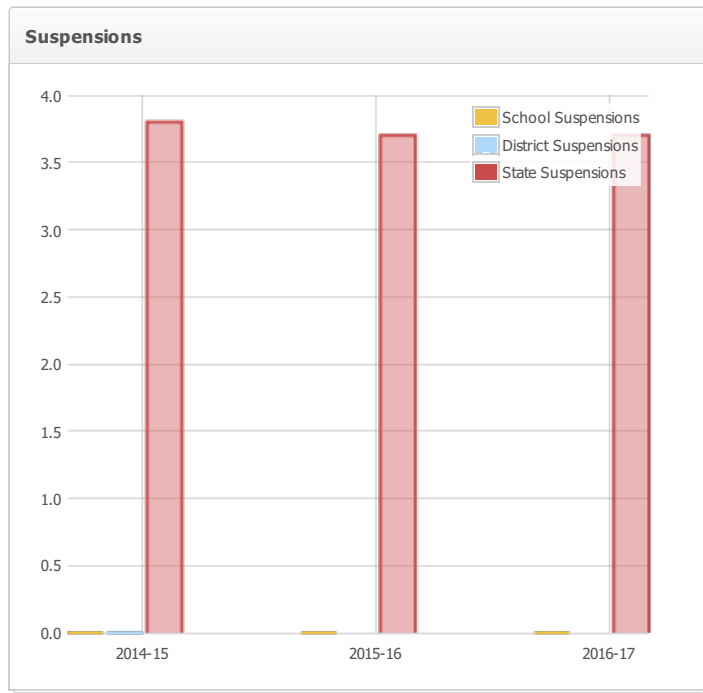
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

School Safety Plan yearly revised.

New plan is introduced to the staff and also designed according to the feed backs of the SSC members.

Monthly earthquake, fire and lock down drills are done.

Last updated: 1/8/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/8/2018

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.0	0	1	0	25.0	0	1	0	19.0		1	0
1	26.0	0	2	0	27.0	0	1	0	29.0		1	0
2	26.0	0	3	0	27.0	0	2	0	28.0		2	0
3	26.0	0	2	0	26.0	0	3	0	30.0		2	0
4	26.0	0	2	0	29.0	0	2	0	26.0		3	0
5	31.0	0	1	0	26.0	0	2	0	28.0		2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/8/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	4.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	2.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/8/2018*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12232.0	\$2789.0	\$9442.0	\$47394.0
District	N/A	N/A	\$5729.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	49.0%	-43.4%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	35.8%	-50.3%

Note: Cells with N/A values do not require data.

*Last updated: 1/11/2018*



**Types of Services Funded (Fiscal Year 2016-17)**

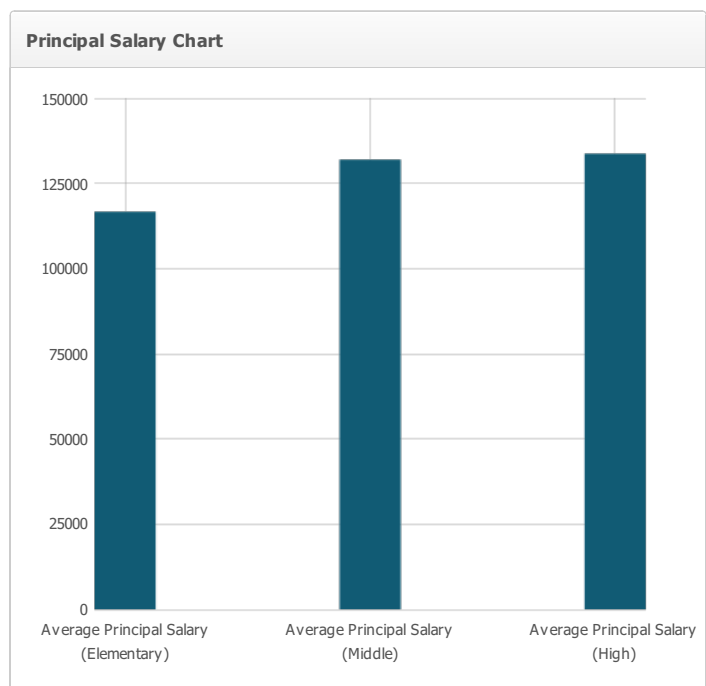
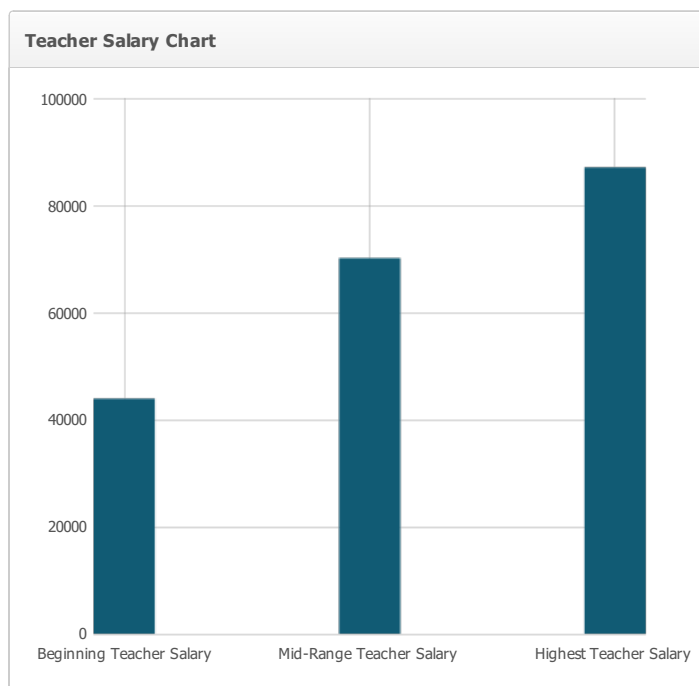
General operations--salaries, benefits, services, materials, and support to the general education
Special Education--programs offering appropriate, individualized instruction to students with special needs
Special Projects--monies from agencies (federal or state) earmarked for specific programs/projects or services
Maintenance and operations

*Last updated: 1/8/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 12/19/2017*

## Professional Development

Each summer, administrators from each of the Magnolia Schools meet at the Home Office for Leadership Training, to present an annual review on their school's progress towards addressing academic achievement, evaluating programs that worked in the past year and those that did not, discuss best practices, and to develop the annual Professional Development Plan based on the needs of the faculty and their feedback. The following is a description of the professional development and staff meetings that take place at the Magnolia Public School Home Office (the organization).

1. Principal's Meeting: All MPS principals, executive staff and consultants meet monthly to discuss data and accountability issues. In addition, MPS Central office provides ongoing support and trainings to principals based on needs.
2. Dean of Academics/College Advisors Meetings: All Magnolia Public Schools Deans of Academics, College Advisors, and Magnolia Executive Staff meet monthly at the Home Office to discuss academic issues and goals and receive important professional development.
3. Dean of Students/Dean of Culture Meetings: All Magnolia Public Schools Deans of Students, Deans of Culture, and Magnolia Executive Staff meet to discuss discipline issues at each school, including attendance, Positive Behavior Support Plans, and school culture.

The following is a description of the school-wide staff development and professional development that takes place at MSA 7:

1. Administrative Meetings: The Principal, Assistant Principal, and the Special Education Coordinator meet weekly in the morning to discuss school wide issues: attendance, enrollment, school safety, upcoming student activities, and to finalize any future programs/activities, communication with students/parents, and upcoming staff/professional development.
2. Staff Meetings: All MSA 7 staff/faculty attend weekly staff meetings that take place on shortened days (Tuesdays) from 2:00 pm – 3:30 pm. These meetings are led by the school's administration. Discussion topics include: student achievement, discipline/behavior, school safety, upcoming events, and trainings.
3. Staff Professional Development: All MSA 7 teachers attend monthly staff development meetings where discussion and collaboration take place on the following issues:

- Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction
- Subgroup support
- Discipline data and PBIS support
- How to vertically align course curriculum
- Analysis of Student Achievement Data (MAP, SBAC, CELDT, etc.)
- Preparation for WASC Accreditation
- Best practices - presentation by a faculty member on an effective classroom strategy
- Upcoming Events

The Dean of Academics is responsible for developing the agenda and taking minutes. All agendas, minutes, and action items are forwarded to the Principal.

4. Grade Level Meetings: Our Grade Level chairs meet monthly with the Dean of Academics to discuss topics and provide feedback for school projects and grade specific activities. This year, the Grade Level Chairs are also the Art Cohort for the Wallis Annenberg grant professional development.

- Address curricular/academic issues
- Best practices
- Discussion of struggling students (academic tutoring, Accelerated Reader, Sustained Silent Reading, Referral to Student Study Team, IEP/504 Plan Meeting)
- Analysis of student achievement data (MAP, SBAC/CST, CELDT, etc.)
- Homework load/differentiation in homework assignments
- Differentiated Instruction: What does it look like in the classroom?
- Long-term projects
- Aligning/standardizing academic grades
- Integration of thematic units including horizontal alignment of the curriculum
- Planning Field Trips
- Student Behavior/school culture: discussion on effective methods for dealing with behavioral issues, developing incentives for positive behavior, including sharing parent contact information and effective strategies for involving families in the discussion.
- Development of incentive programs: School-wide and by grade level
- STEM to STEAM integration plan

Grade Level Chairs are responsible for taking minutes and forwarding action items to the other members of their grade level team.

5. End of Year Wrap up Staff Development Meetings: The Magnolia Public Schools, in collaboration with input from Principals, determine the areas of need for professional development. The purpose of the end-of-year wrap up meetings at the school site is for faculty to analyze student achievement data, evaluate the effectiveness of various programs implemented at the school (testing, curriculum, intervention, counseling and after-school tutoring). The goal of the end-of-year staff development meetings is for staff to prepare a professional learning plan that addresses the needs of our students and ways to support our teachers. The plan is assessed during summer professional development.

6. Summer Professional Development: During the month of August, Magnolia Public Schools (the organization) provides 5 days of intensive professional development for all MPS teachers and administrators. It is usually held at MSA-1 in Reseda, California.

7. Other Professional Development, Conferences, and Workshops: Our teachers and staff attend professional development workshops held by the following organizations/associations:

- National Charter Schools Conference
- California Charter Schools Conference (CCSA)
- Charter Schools Development Center (CSDC)
- California Department of Education (CDE)
- Los Angeles County Office of Education (LACOE)
- Los Angeles Unified School District (LAUSD)
- The Flippen Group (Capturing Kid's Hearts)
- COP3 Special Education Summit, annually
- The EDGE Foundation (Training for EDGE coaches)
- The Wallis Annenberg Performing Arts Center (STEM to STEAM)
- Magnolia Public Schools (MPS) Professional Development: five days of intensive professional development during the summer and 2 additional 1-day Professional Development (1 per semester) during the school year. Some topics for these PD's include: McGraw Hill Curriculum, Blended Learning Model, Differentiated Instruction, Using Data to Drive Curricular/Instructional needs, Measures of Academic Progress (MAP) Testing Analysis, Academic Interventions, Positive Behavior Support Plans, Co-Teaching Models, etc.

*Last updated: 1/10/2018*

## Magnolia Science Academy Bell

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

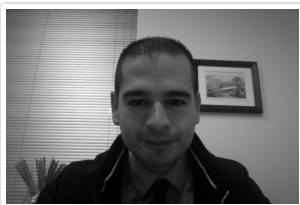
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Jason Hernandez, Principal

Principal, Magnolia Science Academy Bell

### About Our School

Magnolia Science Academy Bell (MSA Bell) is an inclusive, STEAM-focused charter school, established and proudly serving the South East Los Angeles community of Bell. Our school opened in 2010 as a Public School Choice, which now serves approximately 500 students. We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our personalized learning curriculum empowers students to become self-directed learners. Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

We are proud of the academic success our students have achieved, showing tremendous growth during the era of API and promising strides in the era of common core state standards. Historically, our school is the best middle school in the area and maintains this reputation by adapting to meet the needs and challenges of the times. We are a learning community that strives to prepare each child to be college and career ready in the 21st century.

### Contact

*Magnolia Science Academy Bell  
6411 Orchard Ave.  
Bell, CA 90201-1023*

*Phone: 323-826-3925  
E-mail: [jhernandez@magnoliapublicschools.org](mailto:jhernandez@magnoliapublicschools.org)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Magnolia Science Academy Bell
<b>Street</b>	6411 Orchard Ave.
<b>City, State, Zip</b>	Bell, Ca, 90201-1023
<b>Phone Number</b>	323-826-3925
<b>Principal</b>	Jason Hernandez, Principal
<b>E-mail Address</b>	<a href="mailto:jhernandez@magnoliapublicschools.org">jhernandez@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://msa8.magnoliapublicschools.org">http://msa8.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330122747

*Last updated: 12/29/2017*

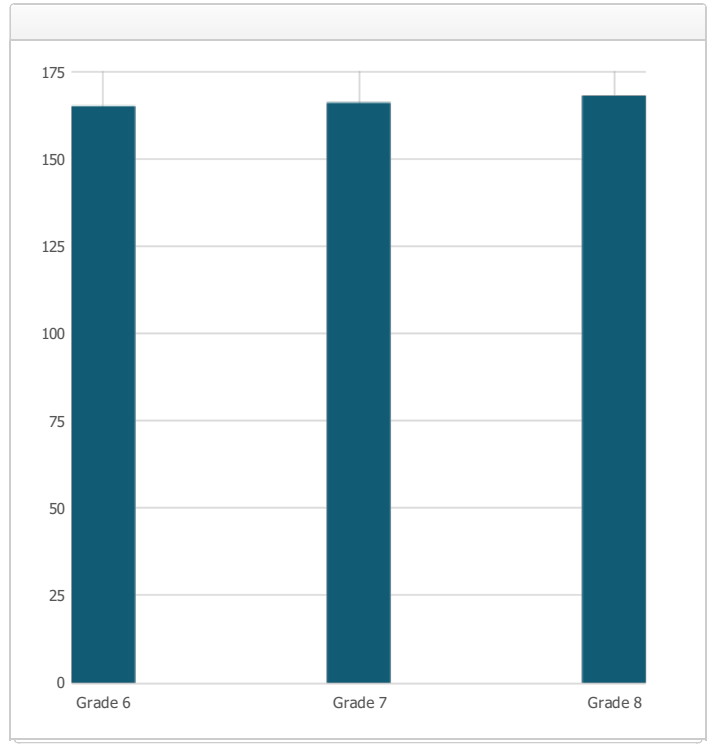
### School Description and Mission Statement (School Year 2017-18)

<p>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.</p> <p>Innovation, Connection, Excellence</p>
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*Last updated: 12/29/2017*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 6	165
Grade 7	166
Grade 8	168
<b>Total Enrollment</b>	<b>499</b>



*Last updated: 12/29/2017*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	92.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	6.4 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.0 %
English Learners	15.0 %
Students with Disabilities	10.8 %
Foster Youth	0.2 %

*Last updated: 12/29/2017*

## A. Conditions of Learning

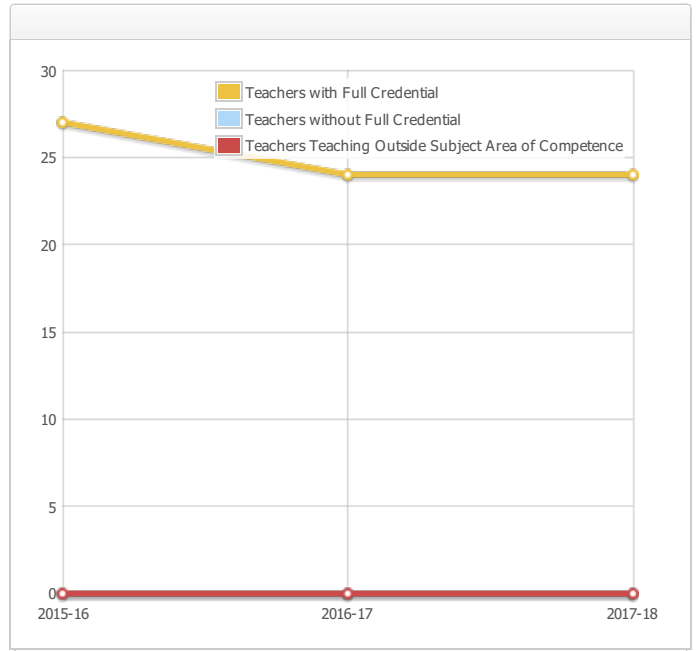
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

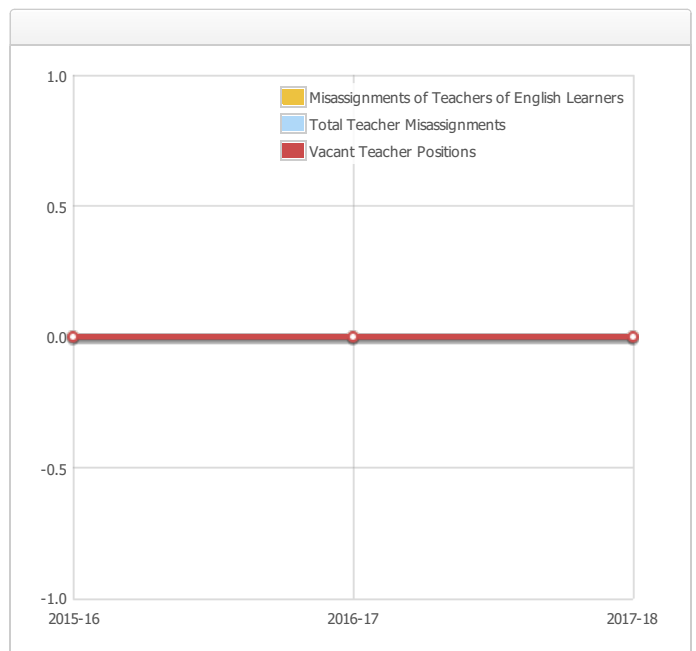
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	24	24	24
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/29/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/29/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: August 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Study Sync McGraw-Hill	Yes	0.0 %
Mathematics	California Math Course 1, 2, 3 McGraw-Hill Algebra 1 McGraw-Hill Geometry McGraw-Hill	Yes	0.0 %
Science	Integrated iScience Course 1, 2, 3 McGraw-Hill	Yes	0.0 %
History-Social Science	History Alive! The Ancient World History Alive! The Medieval World and Beyond History Alive! The United States through Industrialization	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 12/29/2017*



### School Facility Conditions and Planned Improvements

Magnolia Science Academy Bell is co-located on the Orchard Academies campus, which opened in 2010. Based on the yearly review by Maintenance and Operation of Los Angeles Unified School District and MSA Bell's Risk Management Team, the facility is in working condition with no major repairs at this time.

Recently, the Internet Networking system was updated to accommodate the bandwidth needs of the school. MSA Bell will be acquiring Internet Services through TpX in March 2018. This will double the current bandwidth in order to accommodate current devices and futures ones that will be purchased.

*Last updated: 12/29/2017*

### School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Hallway was painted in the early Fall of 2017.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: April 2016

Overall Rating	Good
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*Last updated: 12/29/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	40%	45%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	22%	22%	29%	30%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/29/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	497	496	99.80%	44.96%
Male	283	283	100.00%	35.69%
Female	214	213	99.53%	57.28%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	462	461	99.78%	45.77%
Native Hawaiian or Pacific Islander	--	--	--	
White	31	31	100.00%	32.26%
Two or More Races				
Socioeconomically Disadvantaged	458	457	99.78%	45.08%
English Learners	197	197	100.00%	19.80%
Students with Disabilities	55	55	100.00%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/29/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	497	496	99.80%	22.38%
Male	283	283	100.00%	22.61%
Female	214	213	99.53%	22.07%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	462	461	99.78%	22.99%
Native Hawaiian or Pacific Islander	--	--	--	
White	31	31	100.00%	12.90%
Two or More Races				
Socioeconomically Disadvantaged	458	457	99.78%	22.32%
English Learners	197	197	100.00%	--
Students with Disabilities	55	55	100.00%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/29/2017*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71.0%	41.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/29/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	62.3%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	23.5%	18.5%	37.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/29/2017

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

#### Parental Involvement

##### Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. MSA Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA Bell will work with parents to make them aware of the importance of their involvement in their child's education through the combination of the following activities:

- Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academical and social endeavors.
- Individualized student and parent advisory sessions: Each of our teachers/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 tools to help every child succeed in the learning environment.

##### Student-Teacher Status Portal

MSA Bell uses CoolSIS, an online cloud-based dashboard that currently being used at all MPS. The student information system allows families to access information related to their child's performance at school. This can be accessed either online or through the available APP.

The use of CoolSIS allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics and record 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.

##### Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA Bell. By having a representative(s) on the School Board and School Site Council, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.

Studies show that home visits can increase student performance, encourage parent involvement, reduce disciplinary problems, and increase the overall positive attitude toward school. Teachers are encouraged to make home visits to build a positive partnership and open communication among all stakeholders for the benefit of the child.

Families complete a survey each year evaluating the strengths and weakness they identify within the program at MSA Bell. The information is used to identify opportunities to best serve the community.

There are various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor,

assist with lunch distribution and supervision, and attend field trips. It is not required but encouraged, that parents contribute a minimum of 10 hours per year to the school.

Teachers will meet one-on-one with families of low-achieving students on an as-needed basis to ensure the proper supports are in place for the student. Families have the opportunity to attend periodic opportunities for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

## State Priority: Pupil Engagement

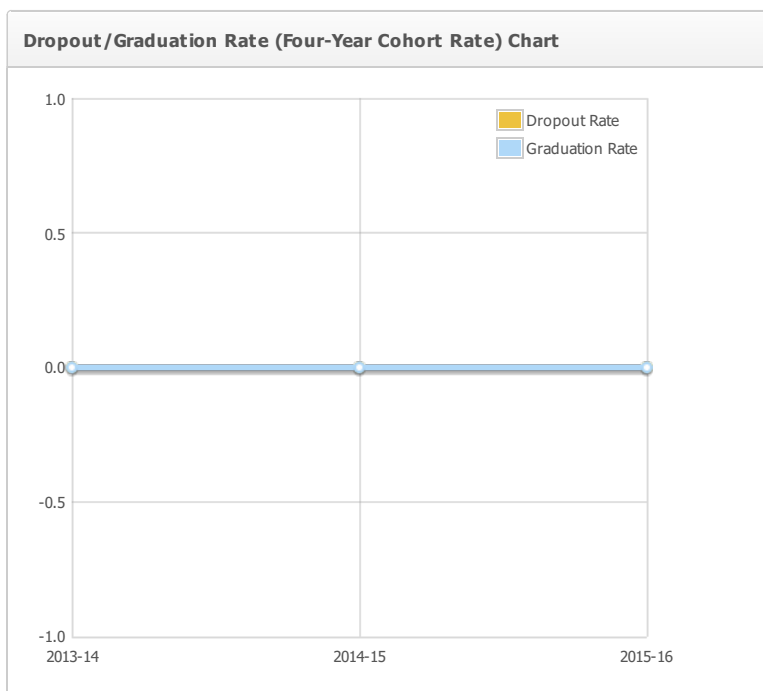
Last updated: 1/3/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%





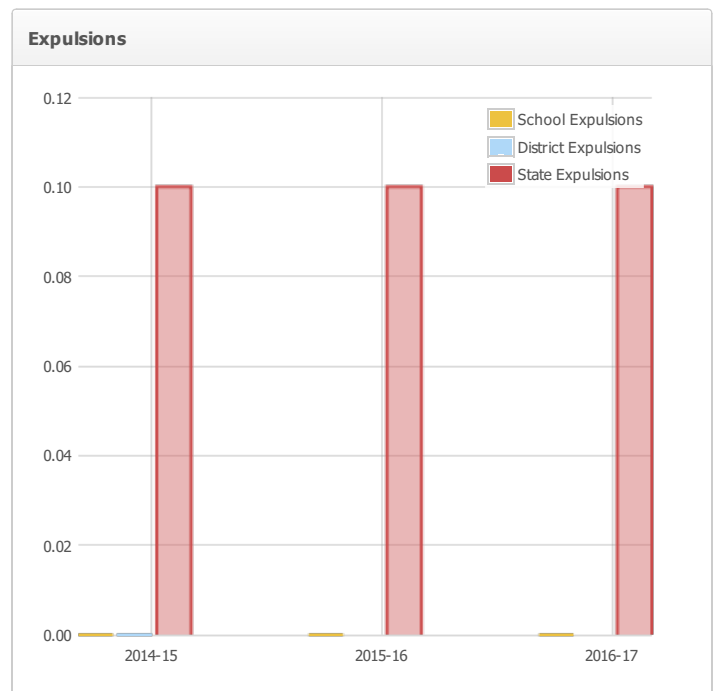
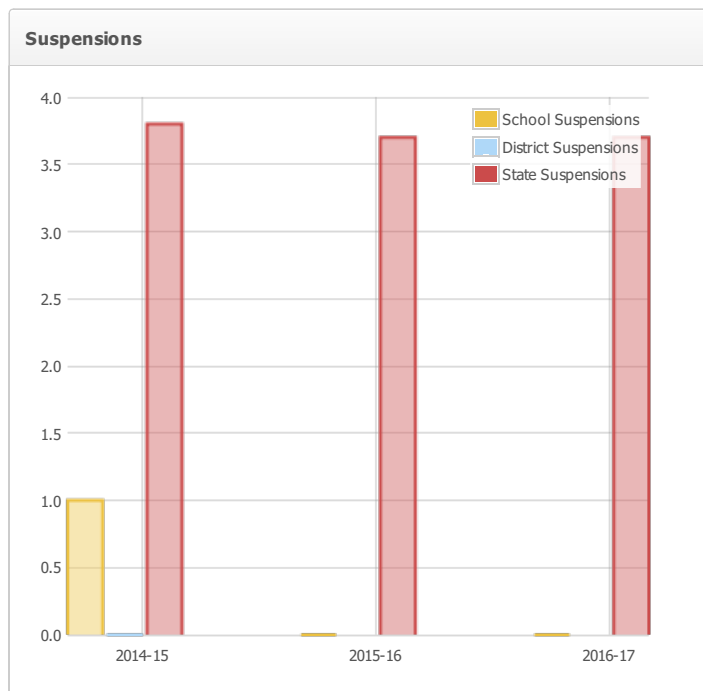
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/3/2018

## School Safety Plan (School Year 2017-18)

MSA Bell has adopted a comprehensive Safety Plan in collaboration with the other schools on the co-located site of Orchard Academies. The purpose of the collective plan is to ensure a safe school environment that enhances the learning experience and improves student academic and social achievements. The plan protects the safety of students, staff and all stakeholders on campus by providing emergency preparedness and guidelines. The plan addresses the following objectives:

- Protect the safety and welfare of everyone on campus.
- Ensure a positive school culture climate with an emphasis on Positive Behavior Interventions & Supports and Restorative Justice practices.
- In the case of an emergency, ensure the school is able to restore normal conditions with minimal confusion in a timely manner.
- Provide for coordination among all schools on the campus and local emergency services when necessary.
- Develop measurable goals that focus on cultural climate and physical well-being of all.

Last updated: 1/3/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	2017-2018	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

*Last updated: 1/3/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	30.0	0	2	2	31.0	0	5	0	34.0	0	4	1
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/3/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.0	0	15	0	33.0	0	14	1	33.0	0	9	6
Mathematics	31.0	0	15	0	33.0	0	14	1	33.0	0	9	6
Science	31.0	0	15	0	33.0	0	14	1	33.0	0	9	6
Social Science	31.0	0	15	0	33.0	0	14	1	33.0	0	9	6

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/3/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	494.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	4.0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/3/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11381.0	\$1535.0	\$9846.0	\$42887.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-52.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	39.9%	-59.5%

Note: Cells with N/A values do not require data.

Last updated: 1/8/2018

**Types of Services Funded (Fiscal Year 2016-17)**

MSA Bell is a comprehensive middle school program with an emphasis on STEAM through traditional and blended learning methods and committed to creating a culture of socially responsible and educated members that will thrive in society.

## Aspects of the Program

- Full-Inclusion. MSA Bell maintains a full-inclusion model that provide services to its students with special needs within the general education setting. Four different models of co-teaching are utilized in the classroom, students have access to the content teacher, SpEd teacher, and a paraprofessional.
- English Learner Development (ELD) course is offered for all levels of English acquisition. Our class utilizes state-approved curriculum, such as English 3D and Discovery Inside, as well as other research-based supplemental tools such as Fast ForWord, and MyOn.
- Math enrichment and advancement. Students are provided with intervention support through the advisory period or through the office hours provided for all students. Furthermore, students that demonstrate capability are able to enroll in a math course pathway to advance their studies in the field of math. Geometry is offered to start in the academic school year 2017-18.
- After-Hour Enrichment is offered to all students, especially the ones struggling in the areas of Language Arts and Math. A station rotation model is utilized for providing support in the areas of need. Assessments are conducted to identify areas of growth and measure progress.
- ARC, an after-school program. MSA Bell was offered a grant to conduct an after-school program that provides academic enrichment, as well as clubs and intramural sports to support student social-emotional development and well-being.
- Home Visits. MSA Bell conducts home visits to at least 25% of our families in order to build connections within the community. Studies show that an effective home visit program is able to increase student performance, encourage parent involvement, reduce disciplinary problems, and increase overall positive attitude towards school. Home Visits are a hallmark of MPS in the crucial development and well-being of every child.
- Series of Family Workshops. Family workshops are offered on campus on a regular basis. The school leadership plays an active role in working with families as well as instructional leaders to educate families on various topics ranging from bullying, depression, financial literacy, college and career readiness. School surveys are used to assess the needs of our families.
- Social Emotional Supports. The school leadership is instrumental in the implementation of various intervention to support the development and well-being of every child. Such interventions included community internships, peer mediation, teen court, student council, and many others. A full-time school psychologist provides support to students in need of additional guidance.

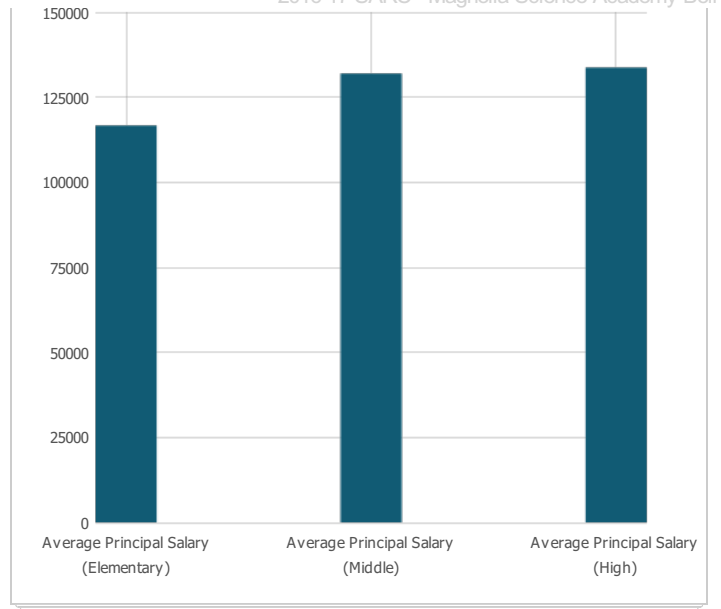
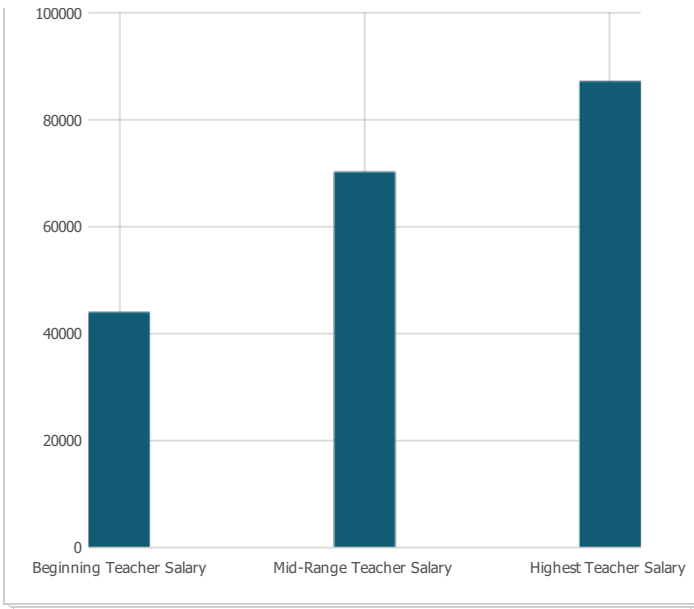
*Last updated: 1/3/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart****Principal Salary Chart**



*Last updated: 1/3/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 1/3/2018*

**Professional Development**

Professional Development for MSA Bell Staff

Major areas of focus include: academic achievement for all learners, support of student groups (EL, SpEd, foster youth, homeless), growth mindset and social-emotional development training, and PLCs through grade level and department meetings.

MSA Bell assesses staff professional development needs through formal and informal performance observation and surveys. Based on data and combined with the school improvement plan, MPS will determine common and individual staff development days, and tailor staff development to individual staff needs.

Professional development occurs at the MPS organizational level and within the school site. Furthermore, Professional Learning Communities (PLCs) are organized by grade level and by a department. MSA Bell uses PLCs to: Clarify intended outcomes; Develop common assessments; Jointly analyze student achievement data; Establish team improvement goals; Share best practices and materials; Engage in collective inquiry and action research regarding student learning; Support system and sense of efficacy; Promote more engaged, motivated, and successful students with reduced absenteeism; Focus on students' needs academically and behaviorally

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs: How do we ensure that students learn? How do we foster a culture of collaboration? How do we ensure results?

*Last updated: 1/3/2018*

## Magnolia Science Academy Santa Ana

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## Varol Gurler (TK-5) and Laura Schlottman (6-12)

Principal, Magnolia Science Academy Santa Ana

### About Our School

Welcome to our site-Magnolia Science Academy, home of the PIRATES!

Authorized and monitored by State Board of Education, Magnolia Science Academy-Santa Ana (MSA SA) is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program, emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA SA is supplemented by tutoring, morning school, after-school programs, and school-to-university collaborations (dual enrollment partnerships with local community colleges).

MSA SA creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

The new facility cost about \$18 million and was funded by the State of California. The new building has 34 classrooms with state of the art science and computer labs. The facility plans include a regulation size gym, playgrounds, fields and an outside cafeteria for several functions. The building will have separate elementary and Middle/High School sections. The first floor houses the elementary students (K-5) and the second floor houses the secondary students (6-12). Started in October 2017, the new gymnasium and playground project includes a one-story 6,000 square-foot gymnasium, food serving area, offices, locker room, ancillary playground area with playground equipment, exterior student seating for lunch and enhanced landscaping.

MSA-SA has adopted McGraw-hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms have state of the art technology. We are currently in the implementation process of Project Lead The Way programs (PLTW) K-12th. In 2016-17 we started to adopt PLTW at the elementary level and in 2017-18 we added PLTW at the middle school level and it was added in our current Computer class.

Laura B. Schlottman, Middle and High School Principal

lbschlottman@magnoliapublicschools.org

Varol Gurler, Elementary School Principal  
vgurler@magnoliapublicschools.org

**Contact**

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*Magnolia Science Academy Santa Ana  
2840 West 1st St.  
Santa Ana, CA 92703-4102*

*Phone: 714-479-0115  
E-mail: [vgurler@magnoliapublicschools.org](mailto:vgurler@magnoliapublicschools.org)*



# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	SBE - Magnolia Science Academy Santa Ana
<b>Phone Number</b>	(714) 479-0115
<b>Superintendent</b>	Caprice Young
<b>E-mail Address</b>	<a href="mailto:cyoung@magnoliapublicschools.org">cyoung@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://www.msasa.magnoliapublicschools.org">www.msasa.magnoliapublicschools.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Magnolia Science Academy Santa Ana
<b>Street</b>	2840 West 1st St.
<b>City, State, Zip</b>	Santa Ana, Ca, 92703-4102
<b>Phone Number</b>	714-479-0115
<b>Principal</b>	Varol Gurler (TK-5) and Laura Schlottman (6-12)
<b>E-mail Address</b>	<a href="mailto:vgurler@magnoliapublicschools.org">vgurler@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://www.msasa.magnoliapublicschools.org">www.msasa.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	30768930130765

*Last updated: 1/8/2018*

## School Description and Mission Statement (School Year 2017-18)

### Magnolia Science Academy-Santa Ana (MSA SA)

Magnolia Science Academy Santa Ana is an independent public charter school for grades TK–12 with a mission to provide a college preparatory educational program, emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA SA is supplemented by tutoring, after-school programs, and school-to-university collaborations.

MSA SA creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

### The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements.

MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational and financial stability.

Our three pillars are: Innovation, Connection and Excellence.

#### INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention.

#### CONNECTION

School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and

better decision making through the implementation of restorative justice practices.

**EXCELLENCE**

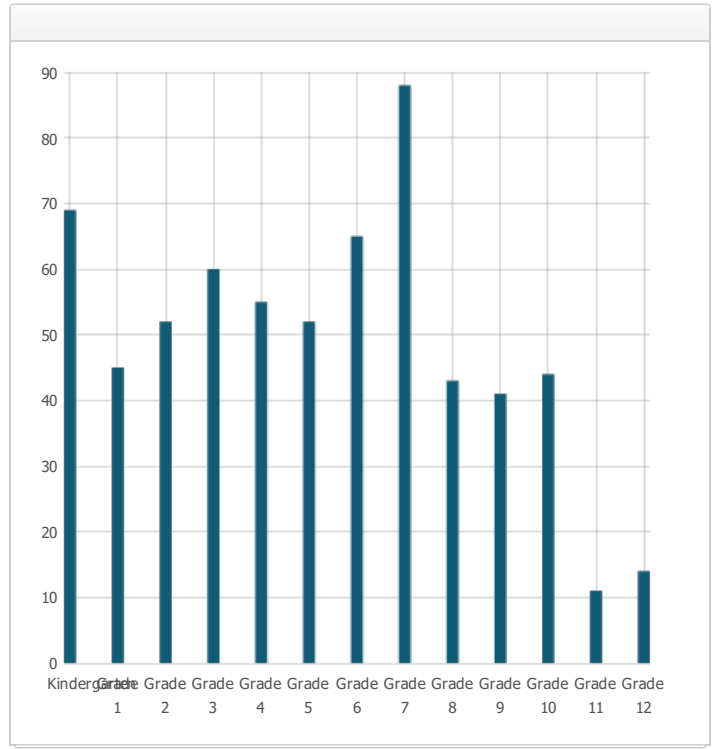
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

MSA-SA is SBE approved charter school and operates as a site-based school.

*Last updated: 1/8/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	69
Grade 1	45
Grade 2	52
Grade 3	60
Grade 4	55
Grade 5	52
Grade 6	65
Grade 7	88
Grade 8	43
Grade 9	41
Grade 10	44
Grade 11	11
Grade 12	14
<b>Total Enrollment</b>	<b>639</b>



*Last updated: 1/8/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.6 %
Asian	2.0 %
Filipino	0.5 %
Hispanic or Latino	82.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	11.6 %
Two or More Races	1.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.1 %
English Learners	34.6 %
Students with Disabilities	13.6 %
Foster Youth	0.6 %

*Last updated: 1/8/2018*

## A. Conditions of Learning

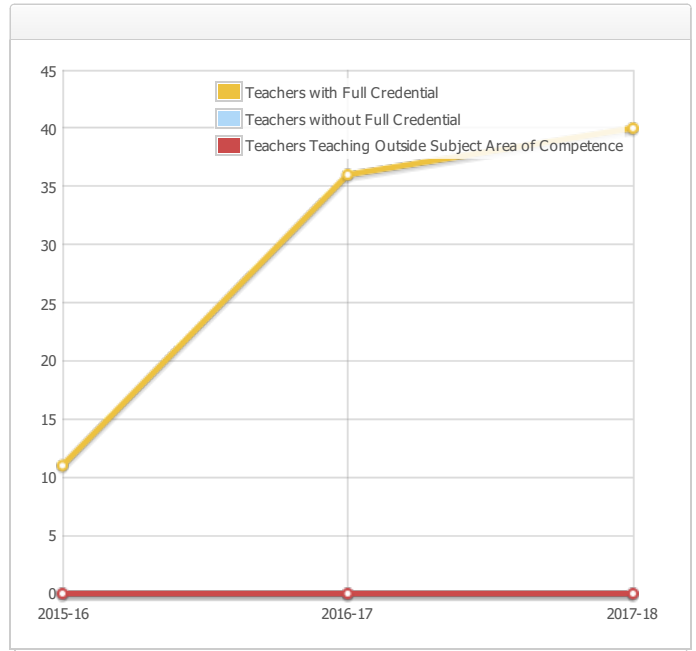
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

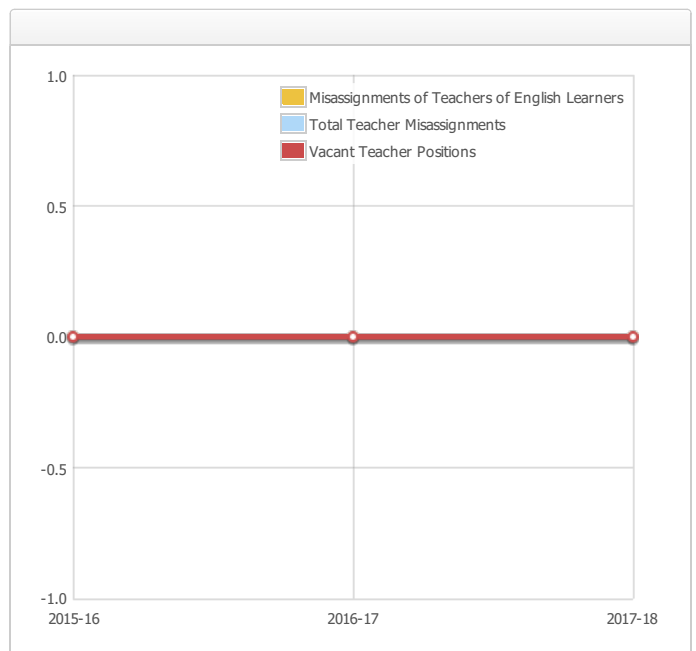
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	36	40	40
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: December 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<ul style="list-style-type: none"> <li>(Grades TK-5) English Language Arts/ELD: McGraw-Hill Core Curriculum Student Bundles ; ELD Program McGraw-Hill Wonders</li> <li>(Grades 6-12) McGraw-Hill Studysync ; ELD Program-National Geographic Learning, Inside MyOn (Reading program for grades 2-10)</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>(Grades TK-5) McGraw-Hill, My Math Student, My Math Interactive Guide (TK-5)</li> <li>(Grades 6-8) McGraw-Hill, Glencoe CA Math,(Complete Student Bundle with Aleks Embedded add-on) (6-8);</li> <li>(Grades 9-12) McGraw-Hill, Integrated Math (9-12)</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>(Grades TK-5) Science: Inspire Science: Be a Scientist Notebook, Inspire Science: Science Handbook</li> <li>(Grades 6-8) McGraw-Hill, Integrated iScience ;</li> <li>(Grades 9-12) McGraw-Hill, Glencoe Physical Science, Biology, Physics, Chemistry, AP Biology</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>(Grades TK-5) Networks SS: Living, Learning &amp; Working Together, Our Community &amp; Beyond, Who We Are as Americans, The United States Communities &amp; Neighbors, United States Early Years, United States History</li> <li>(Grades 6-8) Networks SS: A History of the world, History of the world, Student Learning Center, History of the United States Complete System Student Edition, History of the United States Student Center</li> <li>(Grades 9-12) World History &amp; Geography Modern Times Student Suite, World History &amp; Geography Modern Times Student Learning Center, History geography modern times complete system, History geography modern times student center, US Government Student Suite, US Government Student Learning Center, AP World</li> <li>History (AP Traditions &amp; Encounters EBook)</li> </ul>	Yes	0.0 %
Foreign Language	<ul style="list-style-type: none"> <li>High School Spanish I (Realidades)</li> <li>High School Spanish II (Realidades)</li> </ul>	No	0.0 %
Health	<i>NA. Embedded in the Science and PE curriculum</i>		0.0 %
Visual and Performing Arts	<p><i>Teacher and PLC developed lesson plans.</i></p> <p><i>Scholastic magazines</i></p> <p><i>Collaboration with other department (Cross Curricular Lesson Planning)</i></p>		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2018

## School Facility Conditions and Planned Improvements

During the 2015-16 school year, MSA SA was located at 102 Baker East Street in Costa Mesa. We utilized ten classrooms, a multi purpose room, three offices, a faculty room, and an auditorium. The facility was maintained daily by a crew of two janitors who clean, vacuum, mop and take out the trash daily.

Magnolia Science Academy-Santa relocated to its brand new campus at 2840 W. 1st Street, Santa Ana for the 2016-17 school year. All elementary grades (TK-5) were added, making the school a TK-12 school in the 2016-2017 school year. The new facility has a two-story building with 34 classrooms with state of the art science and computer labs, playgrounds, and sports areas. The current construction plans include a regulation size gym, playgrounds, fields and an outside cafeteria for several functions.

On November of the 2017-18 school year we had our gym, playground, and outside cafeteria's ground breaking ceremony. Our new construction areas are scheduled to be completed in August 2018. Currently, we have a common eating area outside on the side of our building and it is covered with a shade structure.

The new building has been maintained by one day and two night custodians. Contracted vendors provide services for outside areas.

No major repairs or maintenance issues are reported.

*Last updated: 1/8/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MSA-SA owns a brand new building with new HVAC. The units are regularly serviced by a maintenance company. The facilities manager oversees any needs.
Interior: Interior Surfaces	Good	Maintained regularly and our facilities manager oversees any needs. We have three custodians that maintain our facilities in great conditions.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Pest control services are in place. We have three custodians that maintain our facilities in great conditions.
Electrical: Electrical	Good	New building does not require major attention. Our facilities manager oversees any needs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One day and two night custodians maintain the restrooms, fountains and sinks.
Safety: Fire Safety, Hazardous Materials	Good	New building is fully equipped with brand new fire, life safety system. Yearly maintenance are done by vendors and our facilities manager. OSHA guidelines and standards are observed by staff for any hazardous materials
Structural: Structural Damage, Roofs	Good	New building and new roof. Maintained regularly and our facilities manager oversees any needs.

External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We have three custodians that maintain our facilities in great conditions.
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### Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Exemplary
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*Last updated: 1/8/2018*

## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	72%	47%	72%	47%	48%	48%
Mathematics (grades 3-8 and 11)	45%	32%	45%	32%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/8/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	362	351	96.96%	47.01%
Male	174	170	97.70%	44.71%
Female	188	181	96.28%	49.17%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	300	298	99.33%	43.29%
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	36	80.00%	72.22%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	299	290	96.99%	43.79%
English Learners	222	213	95.95%	34.27%
Students with Disabilities	58	58	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	362	361	99.72%	32.41%
Male	174	173	99.43%	36.99%
Female	188	188	100.00%	28.19%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	300	299	99.67%	27.76%
Native Hawaiian or Pacific Islander	--	--	--	
White	45	45	100.00%	64.44%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	299	298	99.67%	29.53%
English Learners	222	222	100.00%	24.77%
Students with Disabilities	58	58	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	61.0%	0.0%	61.0%		54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

**Career Technical Education Programs (School Year 2016-17)**

*MSA SA is a college preparatory TK-12 school. Currently, no CTE programs are offered.*

*Last updated: 1/8/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/8/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	64.3%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	91.7%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	24.5%	10.2%	--
7	20.3%	7.2%	1.4%
9	42.5%	22.5%	7.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2018

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged and have opportunities to attend many committees, meetings and events such as School Site Council (SCC), Parent Task Force (PTF), English Learners Advisory Committee (ELAC), coffee with the principal, parent college, College nights, school festivals and activities such as awards ceremonies, schoolwide potlucks, field trips, school-wide fundraising activities, and parent teacher conferences. LCAP is discussed mainly in committees and coffee with principals meetings.

Parents are further encouraged to attend workshops such as, financial aid Information night, FASFA Night, cash for college, parent student information system training, parent college nights (by grade level), info sessions on school planning meetings. MSA parents volunteer in their student’s classrooms and school wide events. All parents are encouraged to take an active role in their student’s education through the SIS Parent Portal, MyON portal, Friday Flash, College Counselor Monthly Newsletter and ongoing communication with the school.

MSA-Santa Ana believes that a cooperative parent-student-teacher triad will narrow the achievement gap. MSA-Santa Ana partners with parents to make them aware of the importance of their involvement in their children’s education through some combination of activities as listed here and in the parent involvement info at the school Website.

# State Priority: Pupil Engagement

*Last updated: 1/8/2018*

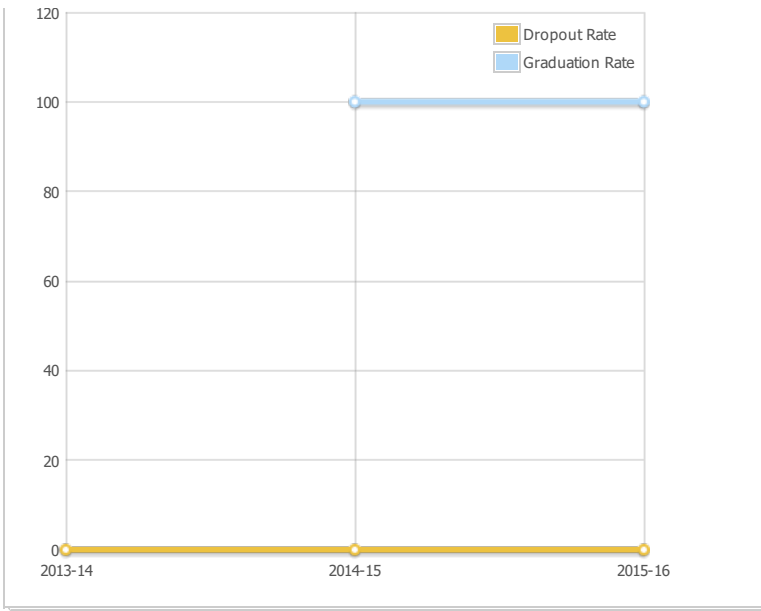
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	--	100.0%	100.0%	--	--	--	81.0%	82.3%	83.8%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



*Last updated: 1/8/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100.0%	100.0%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	100.0%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	100.0%	100.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

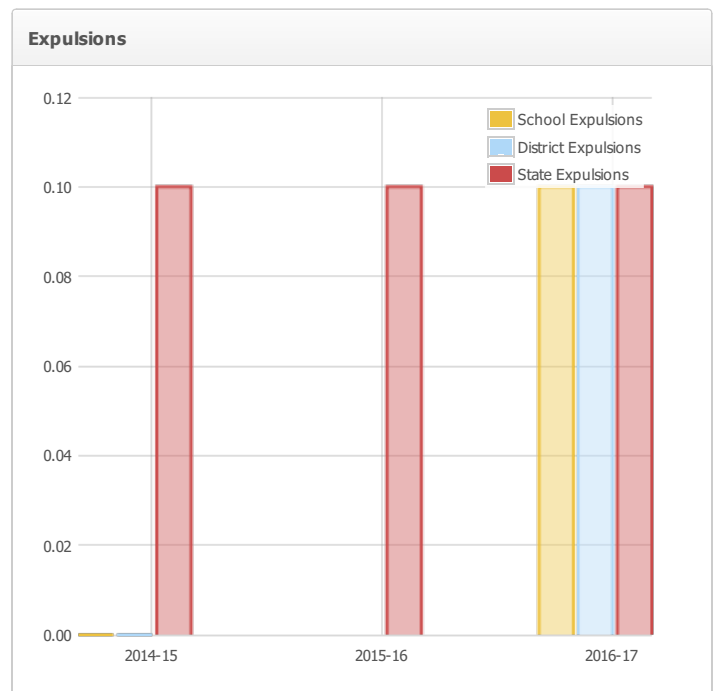
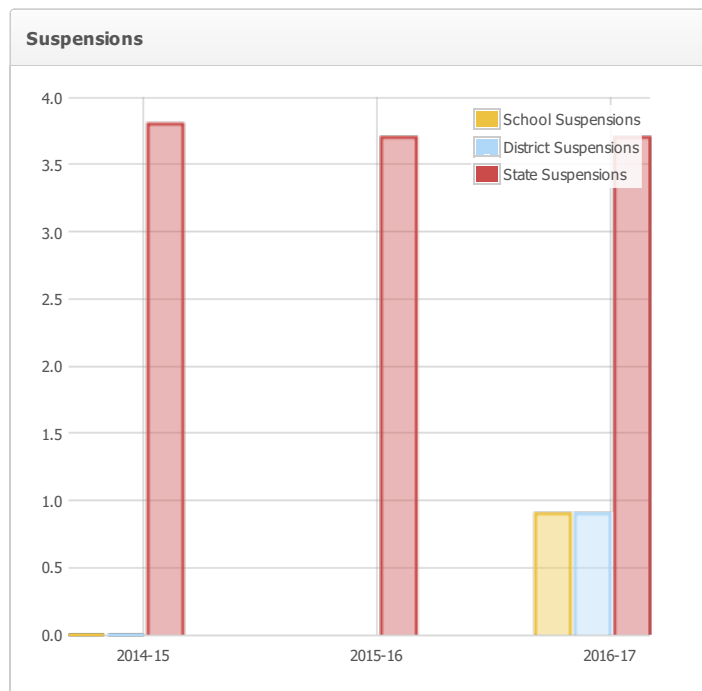
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	0.9%	--	--	0.9%	3.8%	3.7%	3.7%
Expulsions	--	--	0.1%	--	--	0.1%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

### Campus Supervision Plan

#### Elementary School Hours

Monday: TK/K: 8:30am-1:15pm 2nd-5th: 8:20am-1:40pm Tuesday-Friday: TK/K: 8:30am-1:15pm 2nd-5th: 8:20am-2:35pm

#### Middle School/High School Hours

Monday: 8:15am-2:01pm Tuesday-Friday: 8:15am-2:55pm Office Hours: 7:30am-4:30pm Clubs/Tutoring Hours: 3:00pm-4:00pm

#### After School Program Hours

4:00pm-6:00pm

#### Administration Contacts:

- Principal (Elementary): Varol Gurler [vqurler@magnoliapublicschools.org](mailto:vqurler@magnoliapublicschools.org)
- Principal (Secondary): Laura Schlottman [lschlottman@magnoliapublicschools.org](mailto:lschlottman@magnoliapublicschools.org)
- Dean of Academics (Elementary): Maria Rowell [mrowell@magnoliapublicschools.org](mailto:mrowell@magnoliapublicschools.org)



- Dean of Academics (Secondary): Adrian Uribe [auribe@magnoliapublicschools.org](mailto:auribe@magnoliapublicschools.org)
- Dean of Students: Bao Nguyen [bnquyen@magnoliapublicschools.org](mailto:bnquyen@magnoliapublicschools.org)

#### Supervision:

Magnolia Science Academy- Santa Ana students will be under the supervision of school personnel during the school day and during extracurricular activities. Personnel supervising students are certificated employees, or other classified personnel.

- School Administration is responsible for assigning school personnel to supervised students.
- Teachers and other school personnel are responsible for supervising students during school hours and during extracurricular activities as required by their assigned professional duties.
- All school staff are responsible for observing student activities to detect in so far as possible any individual or group action which might be considered intimidating, give rise to injury, or cause damage.
- All staff are responsible for being aware of individuals whose presence on school premises is not justified.
- Parents/guardians are responsible for ensuring supervision of their children during non-school hours both before and after school, except for school sponsored events.
- School Administration is responsible for the development of administrative rules and regulations to ensure that this policy is implemented.

**Parking:** Parking is limited on campus. There are 4 designated "Visitor" parking spots. All other parking spots are numbered and labeled "Staff" and are assigned to staff members. There is additional parking available across the street on the west side of the Church. If parking across the street, under no circumstances should you jaywalk. Observe all traffic and safety guidelines and use the crosswalk on Fairview. Give yourself plenty of time in doing this.

**Visitors on Campus:** All visitors on campus are required to sign in at the school office. Individuals who are on campus without visitor identification must be asked to sign in at the school office. People who clearly do not have legitimate business on campus must be reported to the school office immediately.

**Volunteers on Campus:** Magnolia Science Academy – Santa Ana encourages parent involvement and volunteering. All volunteers on campus must provide a negative TB test clearance and LiveScan clearance prior to volunteering. Volunteers should arrange with school administration the schedule date, times, location, and purpose of their volunteer work. See Magnolia Public School's Conditions for Classroom and School Volunteer, Visitation, Shadowing, and Removal Policy for further details.

**Reporting:** Parents, Students, and Visitors should report any safety concerns directly to the office or School Administration. Written reports can be made in the forms of filling out the Incident Report form or Leave a Message form.

Magnolia Science Academy-Santa Ana has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, keeps it on file for review and trains its staff annually on the safety procedures outlined in the plan. It is the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a "team-on-duty" was created among teachers and assistant teachers to supervise students at all times. The health and safety policies include, but are not be limited to, the following topics:

**HEALTH AND SAFETY:** The school complies with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

**EMERGENCY SITUATIONS:** MSA-Santa Ana utilizes its School Safety Plan in responding to emergency situations. The plan is reviewed each year and updated as necessary. MSA-Santa Ana ensures that the staff has been trained in health, safety, and emergency procedures. Staff receives internal memos regarding relevant health and safety issues. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations are conducted at regular intervals throughout the year. MSA-Santa Ana creates and maintains a record of each drill. Additionally, important safety and health topics are addressed in the School's newsletter.

**FIRE DRILLS:** MSA-Santa Ana complies with the Education Code Section 32001 in regards to conducting fire drills not less than once every calendar month at the elementary level, at least four times every school year at the intermediate levels, and not less than twice every school year at the secondary level. The Office maintains a record of each drill conducted with the amount of time it takes for complete evacuation. Whenever the alarm is given, all students, teachers and other employees quickly leave the building in an orderly manner. Teachers ascertain that no student remains in the building. Designated evacuation routes are posted in each room and hallways. Teachers are prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked. Students remain with their teacher in the evacuation area. Teachers take their roll to ensure that all students are accounted for and be prepared to identify missing students to the office staff and the administrators. Students remain with their teachers at the designated evacuation area until the administrative staff gives the "all clear" signal. Orderly evacuation begins immediately and is completed within minutes of the initial alarm. The students and staff then return to their appropriate classrooms and the teachers will take roll once more. Missing students are reported to the attendance office.

**EARTHQUAKE AND OTHER DISASTER DRILLS:** MSA-Santa Ana complies with the Education Code Section 35297 in regards to holding a "drop procedure" practice at least once each school quarter in elementary schools and at least once a semester in secondary schools. MSA-Santa Ana conducts disaster drills to prepare students and staff for any seismic activity and other disasters. The practice drills include the "duck, hold, cover" procedure. A disaster drill

commencing with the "duck, hold, cover" procedure is initiated by an announcement over the intercom. Students and staff will hear, "This is an emergency drill. Duck, hold, and cover." Teachers then turn off the lights and have students get under a desk/table or against the wall away from the windows. Students remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff. In the case of a real earthquake, everyone engage in the "duck, hold, cover" procedure immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions. In the case of disasters other than earthquakes, the administrative staff contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an "all clear" or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teachers make sure that all doors, windows, and vents remain closed. The school site maintenance staff turn off the gas. All unassigned staff report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other natural disaster, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. MSA-Santa Ana has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers and staff not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom. MSA-Santa Ana also participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

**BOMB THREATS:** Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word "safe school drill" will be given over the intercom and evacuation procedures will be followed. The office staff will coordinate information requests from/to law enforcement, the telephone company, and the parents/guardians. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas including outdoor facilities.

**EVACUATION PLAN:** A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school will be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their emergency clipboards that include class attendance rosters with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

*Last updated: 1/8/2018*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

*Last updated: 1/8/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17				
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *			
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32
K							23.0		4		
1							22.0		3		
2							26.0		3		
3							30.0		2		
4							28.0		2		
5							26.0		2		
6	20.0	2	2	16.0	2		21.0		3		
Other							0.0				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/8/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.0	16	0	0	18.0	11	5	0	20.0	9	6	0
Mathematics	7.0	10	0	0	14.0	5	0	0	14.0	5	1	0
Science	16.0	14	0	0	17.0	10	2	0	22.0	4	6	0
Social Science	14.0	10	0	0	15.0	10	0	0	19.0	6	5	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	115.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	8.0	N/A
Other	7.0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Total Expenditures Per Pupil  
\$ 11,558

Expenditures Per Pupil (Supplemental / Restricted)  
\$ 1,939

Expenditures Per Pupil (Basic / Unrestricted)  
\$ 9,619

Average Teacher Salary  
\$53,830

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16079.0	\$2047.0	\$14032.0	\$40902.0
District	N/A	N/A	\$14032.0	\$40902.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%

State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	72.4%	200.0%

Note: Cells with N/A values do not require data.

*Last updated: 1/8/2018*

**Types of Services Funded (Fiscal Year 2016-17)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

**Title I**

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

**Title II**

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

**Title III**

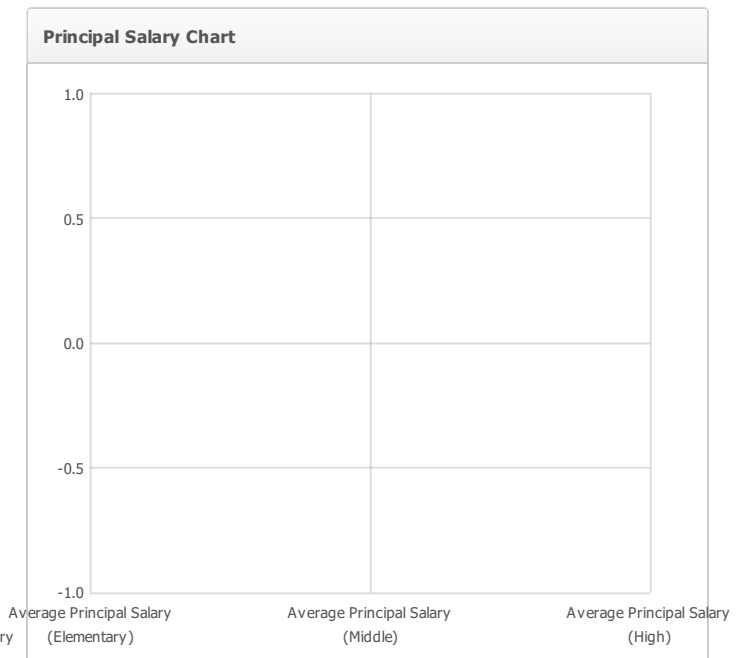
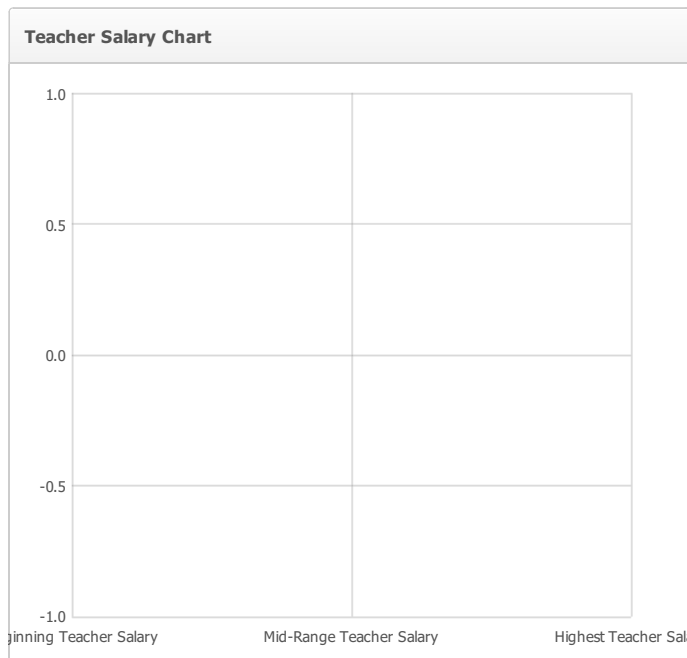
Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

*Last updated: 1/8/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$
Mid-Range Teacher Salary	--	\$
Highest Teacher Salary	--	\$
Average Principal Salary (Elementary)	--	\$
Average Principal Salary (Middle)	--	\$
Average Principal Salary (High)	--	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	55.0%	0.0%
Percent of Budget for Administrative Salaries	5.0%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/8/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	3	2.8%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

Last updated: 1/8/2018

**Professional Development****Professional Learning Communities (PLC) MSA-Santa Ana will make use of PLCs to:**

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

**All teachers will meet departmentally every month to:**

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP, CAASPP, CELDT, etc.,)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events



- Discuss other departmental issues and policies Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

**Grade level teachers will meet once a month and collaborate on the issues below:**

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)
- Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.,)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

**Summer in-service programs:**

MSA-Santa Ana will also hold orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program will be held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

**Peer Observations:**

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

**Formal Observations/Evaluations:**

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

**Walkthroughs:**

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

**Beginning Teacher Support and Assessment Program (BTSA):**

MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

**Scheduled Professional Development:**

- National Charter Schools Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS). (June of each year)
- California Charter Schools Association (CCSA) Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference. (March of each year)
- Charter Schools Development Center (CSDC): Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute. (June of each year)
- Magnolia Public Schools (MPS) professional development days: MPS Professional Development Days are held for a full day once each semester. Issues such as

student achievement data, differentiated instruction, intervention, SDAIE, and departmental collaboration among MPS teachers are discussed.

Other professional development programs that MSA-Santa Ana will consider include:

- College Board's Workshops and Seminars (typically in the summer)
- Association of Latino Administrators and Superintendents Conference (Summer Institute)
- National Council of Teachers of Mathematics Conference (April of each year)
- National Science Teachers Association Conference (March/April of each year)
- National Council of Teachers of English Conference (November of each year)
  
- California Council for History Education Conference (October of each year)
- California Science Teachers Association (CSTA) (October of each year)
- California Association of Mathematics Teacher Educators Conference (February of each year) Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at MSA-Santa Ana.

#### **Common Core State Standards (CCSS):**

- Full Implementation (2014-15) Topics 1- Building awareness of the CCSS shift and focus
- Common Core Standards Shifts
- State implementation plans 2- Anticipating challenges and preparing towards them
- Teacher frictions
- Textbook, Resources/budget
- Assessment
- Technology 3- Preparation: Gathering resources and tools a. Establishing a team to oversee the transition
- Admin Team, Counselor, Math Dept., English Dept. b. Awareness campaigns
- Students, Parents, Board and Community 4- Managing the change (transition to CCSS)
- Timeline (Action, responsibilities, benchmarks, deadlines)
- Establish the culture
- Literacy instruction
- Text complicity and informational text
- Close reading and text based response
- Writing across content area
- Mathematics instruction
- Student engagement and collaboration
- Instructional time
- Create and learn vs. "Sit and Get"
- Professional Development
  
- Assessment 5- Fixing related problems 6- Improving practices and results Scheduled PD on CCSS (with Approximate Dates)
- CCSA Conference (March of each year; CCSS sessions for teachers/administrators)

#### **Ongoing Professional Development Program for Special Education:**

MSA-Santa Ana will conduct ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Ana will have a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers will attend workshops and trainings provided by the SELPA and attend a resource conference to hear from additional experts in the field of special education. The professional training in special education includes:

- Laws and regulations aligned with the IDEA
- Implementation of modifications and accommodations
- State test requirements/options for students with disabilities
- Writing Individualized Education Programs (IEP)
- IEP meeting procedures
- Rights and responsibilities of parents, students, and teachers
- Section 504 plans In addition to the August sessions, MPS conducts quarterly training sessions about special education.

*Last updated: 1/8/2018*

## Magnolia Science Academy San Diego

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>E-mail Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Web Site</b>	<a href="http://www.sandi.net">www.sandi.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Magnolia Science Academy San Diego
<b>Street</b>	6525 Estrella Ave.
<b>City, State, Zip</b>	San Diego, Ca, 92120-2707
<b>Phone Number</b>	619-644-1300
<b>Principal</b>	Gokhan Serce, Principal
<b>E-mail Address</b>	<a href="mailto:sandiego@magnoliapublicschools.org">sandiego@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://msasd.magnoliapublicschools.org">http://msasd.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	37683380109157

*Last updated: 1/5/2018*

### School Description and Mission Statement (School Year 2017-18)

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 425 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. As of the 2017-18 School year, MSA-San Diego is serving the San Diego community at its brand new campus in Allied Gardens.

Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and much more.

Computer integration is a unique component of MSA-San Diego's curriculum. Until the 2013–14 school year, students have had daily computer classes in which they learned computer skills and applied these skills to their academic studies under the direction of their core class teachers. Starting the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom.

Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students through Innovation, Connection, and Excellence.

#### INNOVATION

Students have the freedom to choose how and what they learn.

Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention.

#### CONNECTION

School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

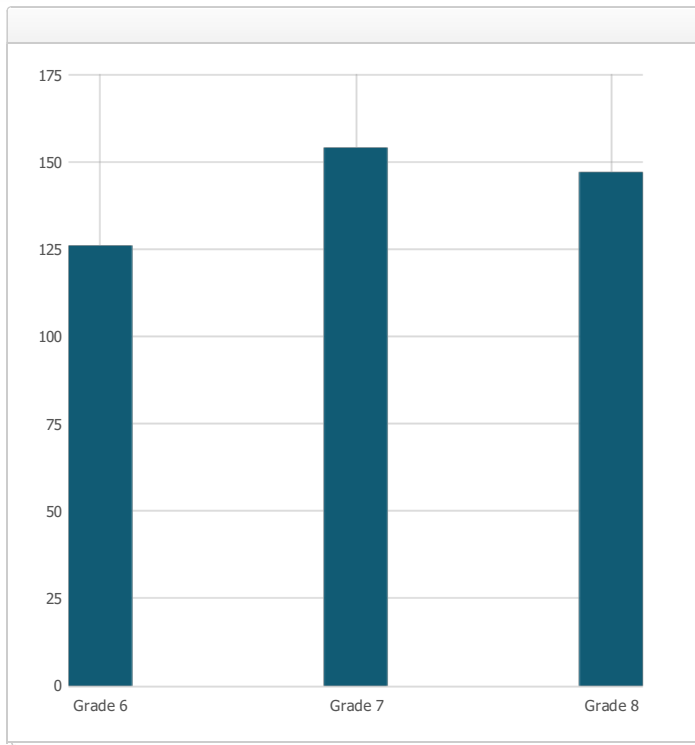
#### EXCELLENCE

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.

*Last updated: 1/8/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 6	126
Grade 7	154
Grade 8	147
<b>Total Enrollment</b>	<b>427</b>



*Last updated: 1/5/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	4.2 %
American Indian or Alaska Native	0.5 %
Asian	1.6 %
Filipino	3.3 %
Hispanic or Latino	28.8 %
Native Hawaiian or Pacific Islander	0.5 %
White	51.1 %
Two or More Races	9.8 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.9 %
English Learners	2.6 %
Students with Disabilities	10.8 %
Foster Youth	0.2 %

*Last updated: 1/5/2018*

## A. Conditions of Learning

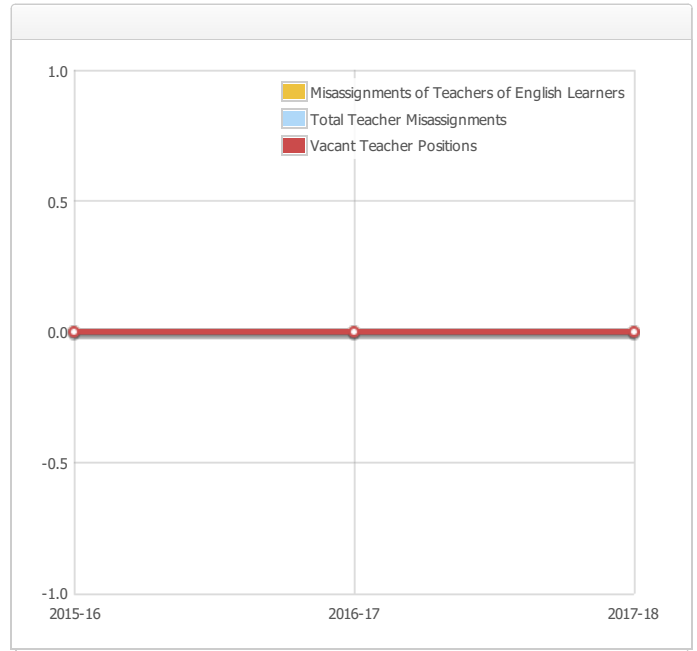
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/5/2018

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: July 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill School Education	Yes	0.0 %
Mathematics	California Math, Courses 1, McGraw-Hill California Math, Courses 2, McGraw-Hill California Math, Courses 3, McGraw-Hill California Math, Courses 1-3, McGraw-Hill Glencoe Math Accelerated, McGraw-Hill Integrated Math I, McGraw-Hill	Yes	0.0 %
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	Yes	0.0 %
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	Yes	0.0 %
Foreign Language		Yes	0.0 %
Health	N/A		0.0 %

Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/5/2018*



## School Facility Conditions and Planned Improvements

MSASD is located on a 26,000-square-foot private facility with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, Library and a physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include 1-1 Chromebooks, projectors, document cameras and sound system. We also have a dedicated computer lab and an art classroom. The physical education field includes basketball courts and an artificial turf field.

*Last updated: 1/5/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Exemplary
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*Last updated: 1/5/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	71%	69%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	60%	59%	42%	43%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/5/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	419	412	98.33%	68.61%
Male	259	257	99.23%	66.80%
Female	160	155	96.88%	71.61%
Black or African American	18	18	100.00%	61.11%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	13	13	100.00%	92.31%
Hispanic or Latino	119	117	98.32%	60.68%
Native Hawaiian or Pacific Islander	--	--	--	
White	216	211	97.69%	70.95%
Two or More Races	41	41	100.00%	73.17%
Socioeconomically Disadvantaged	98	98	100.00%	52.58%
English Learners	36	36	100.00%	33.33%
Students with Disabilities	43	43	100.00%	23.26%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/5/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	419	412	98.33%	59.47%
Male	259	257	99.23%	62.26%
Female	160	155	96.88%	54.84%
Black or African American	18	18	100.00%	38.89%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	13	13	100.00%	53.85%
Hispanic or Latino	119	117	98.32%	47.01%
Native Hawaiian or Pacific Islander	--	--	--	
White	216	211	97.69%	65.40%
Two or More Races	41	41	100.00%	65.85%
Socioeconomically Disadvantaged	98	98	100.00%	41.84%
English Learners	36	36	100.00%	33.33%
Students with Disabilities	43	43	100.00%	25.58%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/5/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	83.0%	83.0%	65.0%	59.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/5/2018*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	5.5%	21.4%	71.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/5/2018*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents and other relatives are encouraged to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including governance committees, special events, fundraising events, parent organizations, and in classrooms. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Parent participation is an integral part of Magnolia Science Academy's program. MSA-San Diego has a Parent Task Force, various committees, and fundraiser opportunities for parents to share their support and ideas. Parents are also invited to help teachers directly. The Parent Task Force posts its activities and updates on the school's website. In addition, MSA-San Diego's School Site Council represents all stakeholders, including parent and community members, who provide input on school events and actions such as graduation, LCAP, Wellness Policy, Safety Plan.

MSA-San Diego publishes a weekly newsletter (Magnolia Times) and maintains the school's website to communicate school-wide announcements, events, and important updates. Families are included in community events such as University Showcase, Multicultural Food Fair, Olympic Field Day, San Diego STEAM Expo, talent show, and others.

The school also has an online student information system that allows parents and students to access assignments, grades, and behavior updates 24 hours a day. In addition, teachers conference individually with their homeroom students and parents before the start of the school year to establish a personal connection.

### State Priority: Pupil Engagement

*Last updated: 1/8/2018*

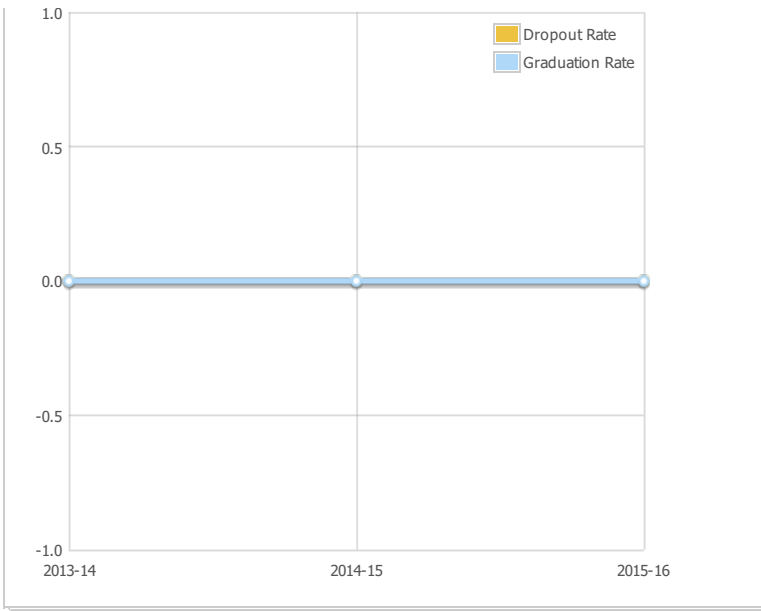
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	89.7%	89.4%	91.3%	81.0%	82.3%	83.8%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





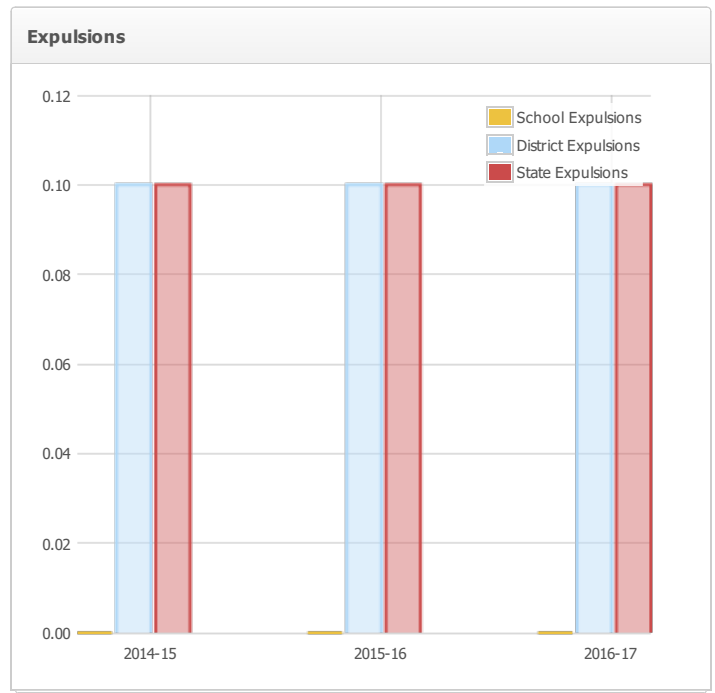
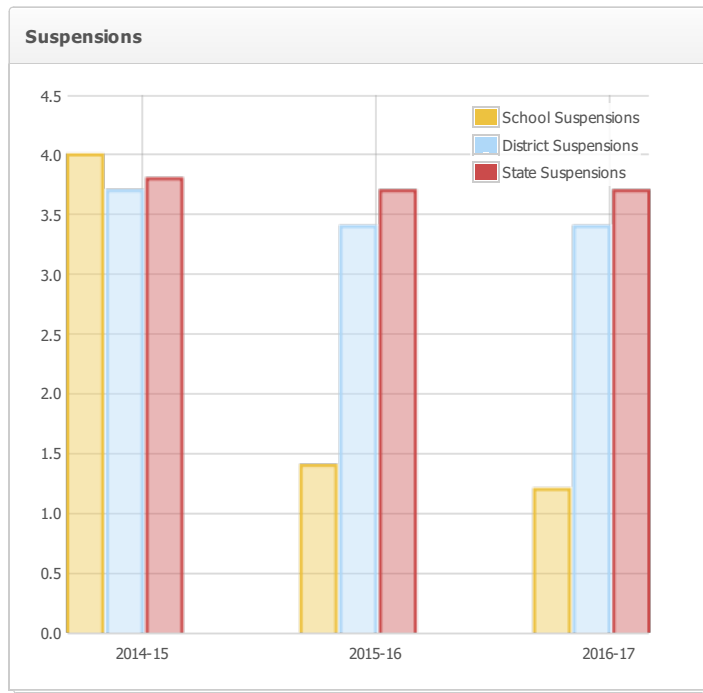
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.0%	1.4%	1.2%	3.7%	3.4%	3.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/5/2018

## School Safety Plan (School Year 2017-18)

Campus safety is our top priority. Principal, administrators, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students, serious disciplinary problems discrimination, harassment, and bullying, mandated child abuse reporting procedures, and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, Magnolia Public Schools home office support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

At Magnolia, the safety of the students is crucial.

Magnolia provides continuous supervision supported by corrective discipline. The MSA-San Diego student handbook details disciplinary actions, the sexual harassment policy, the school dress codes, and discipline policies. MSA-San Diego has designated on-site staff members responsible for student safety.

The school performs fire, earthquake, and other mandated drills.

*Last updated: 1/8/2018*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	144
Percent of Schools Currently in Program Improvement	N/A	74.2%

*Last updated: 1/5/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	30.0	3	29	4	26.0	5	33	8	21.0	12	26	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/5/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	2	6	2	29.0	3	13	5	24.0	6	8	2
Mathematics	19.0	4	0	1	25.0	1	1	1	20.0	4	0	1
Science	31.0	0	8	2	29.0	1	7	2	30.0	0	8	2
Social Science	31.0	0	8	2	29.0	1	7	2	30.0	0	10	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/5/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/5/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7728.6	\$924.1	\$6804.4	\$49905.0
District	N/A	N/A	\$0.0	\$76603.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-42.2%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	3.4%	-45.4%

Note: Cells with N/A values do not require data.

Last updated: 1/10/2018

**Types of Services Funded (Fiscal Year 2016-17)**

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources.

Besides regular average daily attendance (ADA) funding, MSA-San Diego has an established fundraising tradition. MSA-San Diego supports students so that they can attend as many extracurricular opportunities as possible: sixth-grade camp, Washington D.C. trip, etc.

MSA-San Diego receives ASES grant that helps to keep students actively engaged on campus after school until 6 p.m.

The Magnolia Foundation oversees MSA-San Diego's finances and provides financial guidance and services to the school

*Last updated: 1/5/2018*

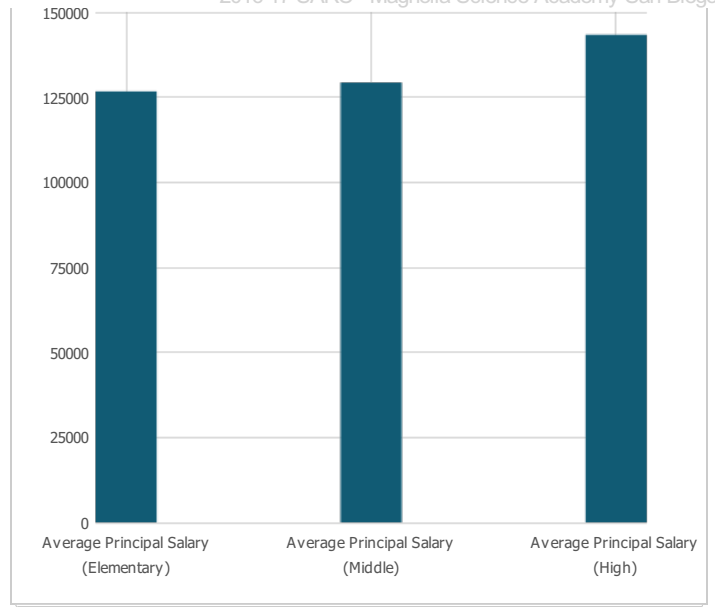
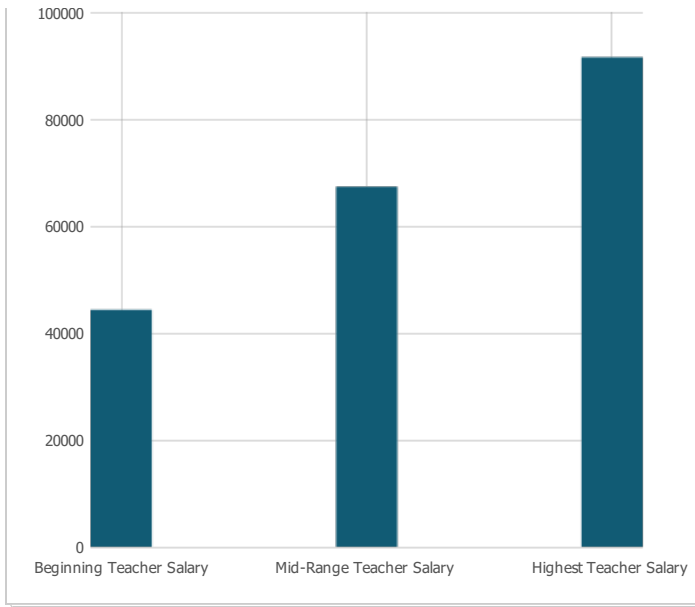
**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 1/5/2018*

## Professional Development

MPS and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. Principal, Regional Director, and Chief Academic Officer collaborate to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to home office-provided professional development during summer and twice throughout the year, principal and admin team identify a school-wide focus each year for professional development and also determine areas of individual need. Throughout the year, teachers participate in weekly school-based professional learning communities (PLCs) to encourage best practices and shared problem-solving. Teachers are provided with useful data systems that allow them to improve the learning of each student.

Off-campus professional development opportunities are ongoing. This school year all staff attended a two-day Restorative Practices (RP) certification program and started implementing RP at MSA-SAn Diego. Teachers attend common core and NGSS trainings in addition to multiple onsite "SDAIE" and "Differentiated Instruction" trainings during the school year to deepen their understanding of the state standards and effective implementation on standards for all students. Also, Dave Burgess, the author of "Teach Like a Pirate" delivered a half day PD to all MSA-San Diego staff.

*Last updated: 1/8/2018*

# Cover Sheet

## Approval of MSA-SD After School ASES Grant and Service provider

**Section:** II. Consent Agenda  
**Item:** D. Approval of MSA-SD After School ASES Grant and Service provider  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IID-MSA-SD\_ASES\_GRANT\_&P\_001.pdf



Board Agenda Item #	Agenda #II D- Consent Items
Date:	January 18, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Erdinc Acar, Regional Director/Gokhan Serce, Principal-San Diego
RE:	Approval of MSA-SD After School ASES Grant and Service provider

### **Proposed Board Recommendation**

I move that the board authorize Dr. Caprice Young, CEO and Superintendent of MPS, to sign the Memorandum of Agreement (MOA) for the MSA – SD After School ASES Program with San Diego County ASES Consortium and service provider YMCA of San Diego County (YMCA).

### **Background**

The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).

Currently, MSA-SA provides serves about 70 students in the ASES after school program.

MSA-SD is a part of after school program consortium with the San Diego County Office of Education(SDCOE). The funding for the After School ASES program is provided through a grant from California Department of Education. SDCOE disburses funds to schools with MOUs. On Jan 11, 2018, MSA-SA received an MOU from SDCOE regarding the grant approval of \$88,452.

YMCA of San Diego County (YMCA) has been MSA-SD's after school service provider for the past six years. MSA- SD signs a yearly service agreement with the YMCA for the services as outlined in the ASES grant. The term of this agreement is July 1, 2017 through June 30, 2018 with an amount of \$84,029.40.



**Budget Implications**

ASES is a state grant and needs to be disbursed in compliance with the California ED Code. The fiscal agent reimburses MSA-SD for the expenses occurred by the YMCA. All income and expenses are budgeted accordingly. ASES grant amount covers expenses for the service provider.

**Funding Source:** ASES grant money through SDCOE consortium

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

No perceived effect on other MSAs

**Name of Staff Originator:** Gokhan Serce

**Exhibits (attachments):**

1. Memorandum of Agreement for the After School Education & Safety (ASES) Program with SDCOE
2. Memorandum of Agreement for the After School Education & Safety (ASES) Program service provider with YMCA
3. MSA-San Diego ASES Subcontractor Attachment (Excel sheet)

San Diego County Office of Education  
Expanded Learning Unit, Student Support Services

MEMORANDUM

Date: January 8, 2018

To: After School Education and Safety Program (ASES) District Contacts

From: Daymon Beach, Senior Manager, Student Support Services

Re: After School Education and Safety Program (ASES) contract for  
Fiscal Year 2017-2018

Enclosed are 2 originals of the contract for your district's ASES FY 2017-2018.

To execute the contract, please complete the following steps to all 2 contract originals:

1. **Page 10:** Under Item 12 **District/Charter & County Contact Persons' Names & Addresses**, complete the *district contact* information with current district contact name, address, phone number, and email address.
2. **Page 15:** Under Item 28, **Entire Agreement**, complete "*District*" section and obtain District Authorized signature.
3. **Page 13:** Obtain *Certificate of Insurance*, as referenced under **Item 22. Insurance Requirements**, and return with executed contracts. Grant payments will not be issued unless certificates are on file with the County.

**Retain 1 fully executed original, and return remaining 1 ORIGINAL, by first class mail to:**

San Diego County Office of Education  
Student Support Services  
Expanded Learning Unit  
Attn: Daymon Beach  
6401 Linda Vista Rd., Room 212E  
San Diego, CA 92111

If you have any questions, please contact Anabel Mireles @ (858) 569-3131 or [anabel.mireles@sdcoe.net](mailto:anabel.mireles@sdcoe.net).

DB: am

Enclosures

17180964

## MEMORANDUM OF AGREEMENT

This Agreement for the After School Education and Safety (ASES) is entered into this 1st day of July 2017 by and between the **San Diego County Superintendent of Schools** (herein known as "SDCOE" or "County") and **Magnolia Science Academy San Diego** (herein known as "Charter School") who agrees to provide the services in accordance with the provisions of the California *Education Code* (EC) sections 8484.7-8484.9. Failure to comply with the following grant rules, regulations, and policies may result in denial of the remaining grant amount and an invoice from the County to the Charter School for up to the entire grant amount allocated for the ASES Program. Any invoice from the California Department of Education (CDE) to the County due to the Charter School's failure to comply with grant rules, regulations and policies will result in the Charter School reimbursing the full invoice amount(s) to the County within 30 days of submission of such invoice(s).

### 1. General Conditions:

#### **ASES Program Hours of Operation and Attendance Requirements:**

1. The After School Program will begin operation immediately upon the end of the regular school day and operate until at least 6:00 pm for a minimum of 15 hours per week, and on every "regular school day" and any day that students attend and instruction takes place.
2. For After School programs, provide program services for a minimum of three hours and at least up to 6:00 p.m. every regular school day. For Before School programs, provide program services for a minimum of 1 1/2 to 2 hours every school day as stipulated in the individual application.
3. Elementary students to participate every day that the after school component operates. Middle school and/or Junior high school should participate a minimum of nine (9) hours a week and three (3) days a week to accomplish ASES after school component program goals.
4. Establish a policy for early release of students attending the ASES after school component needing to leave a program before closing which includes written parental permission stating the dates, times, and reasons for the early release. However, the after school component must remain open until at least 6:00 p.m.
5. Ensure that Elementary students participate in every day's activity that the ASES before school component is operational. Middle school or Junior high school should participate a minimum of six (6) hours a week or three (3) days a week to accomplish program goals.
6. Establish a policy for late arrival of those students attending the ASES before school component needing to arrive late to the before school component of the program. This late arrival policy should include parental permission stating dates, times and reasons for the late arrival.
7. To ensure that subsequent ASES grant awards will not be reduced due to insufficient program attendance and performance, Charter School must enforce the grant rules in compliance with **California Education Code 8483.7. (a) (1) (A)**. California Education Code 8483.7. (a) (1) (A) states: Each school that establishes a program pursuant to this article is eligible to receive a three-year direct grant, that shall be awarded in three one-

year increments and is subject to semiannual attendance reporting and requirements as described in Section 8482.3 once every three years:

- i. The CDE shall provide technical support for development of a program improvement plan for grantees under the following conditions:(I) If actual pupil attendance falls below 75 percent of the target attendance level in any year of the grant. (II) If the grantee fails, in any year of the grant, to demonstrate measurable outcomes pursuant to Section 8484.
- ii. The CDE shall adjust the grant level of any school within the program that is under its targeted attendance level by more than 15 percent in each of two consecutive years.
- iii. In any year after the initial grant year, if the actual attendance level of a school within the program falls below 75 percent of the target attendance level, the CDE shall perform a review of the program and adjust the grant level as the CDE deems appropriate.

**Failure to comply with California Education Code 8483.7 shall result in a reduction of the ASES grant award allocations.**

## **2. Web-Based Attendance and Daily Attendance Accountability Requirements.**

1. In FY 17/18 Charter School receiving ASES funds must implement the City Span Web-based Attendance Tracking System ([www.youthservices.net/sandiego](http://www.youthservices.net/sandiego)) for daily program attendance entry.
2. Charter School must fully utilize the “Automated Card Scanning” capability for the system. The City Span Web-based Attendance Tracking System will ensure that full attendance is documented only for students complying with their individual Early Release/Late Arrival times on file in accordance with ASES Program California Education Code Section and the intent of the Early Release/Late Arrival Policies for students in the ASES program.
3. Use the web-based attendance system’s card scanning features to ensure that all students are counted for attendance purposes in compliance with *EC* Section 8483(a)(1) and *EC* Section 8483(1)(a)(1).
4. Should Charter School choose not to implement the City Span System the Charter School must provide a description and demonstration of their attendance tracking system to SDCOE for review. All Charter Schools choosing not to use the SDCOE Web-based Attendance System must fully demonstrate that the attendance system they implement has the necessary capability to ensure that full attendance is documented only for students complying with their individual Early Release/Late Arrival times on file in accordance with ASES Program California Education Code Section and the intent of the Early Release/Late Arrival Policies for students in the ASES program. Also, all Charter Schools choosing not to use the City Span system must use daily automated attendance features that will ensure that all students that are counted for attendance purposed follow *EC* Section 8483(a)(1) and *EC* Section 8483(1)(a)(1). All non-City Span systems will be reviewed by SDCOE staff to ensure State Audit Guide and California Education Code compliance. Each Charter School will be subject to site review of the attendance procedures at a minimum of 15 ASES programs. During the attendance review the Charter School’s system must ensure

that all Early Release/Late Arrival Policies as well as ensure that all students that are counted for attendance purposed follow *EC* Section 8483(a)(1) and *EC* Section 8483(1)(a)(1).

5. Charter School will identify key staff members to participate in trainings provided by SDCOE/City Span for implementation of the new Card Scanning System.
6. In addition, Charter School must monitor on a weekly basis that all student sign-in (AM Program) and sign-out (PM Program) times comply with the Early Release/Late Arrival times on file for each student.

### **3. Staffing Requirements:**

1. Charter School must ensure a student-to-staff ratio of no more than 20 to 1 at all ASES sites.
2. Charter School must establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the Charter School.
3. Charter School shall be solely responsible for students, staff, and parents accessing services under this Agreement. Charter School certifies that it shall provide adequate supervision of the students, parents, staff, trainees and other providers, and that its staff will follow legal guidelines on reporting child abuse/neglect.
4. Charter School must certify that all personnel providing services to students are adequately screened so as to prevent the assignment of personnel who may pose a threat to the safety and welfare of students, and that such personnel has already provided evidence of freedom from tuberculosis prior to starting service at the school site.
5. Charter School must reserve the right to accept or reject the assignment of any personnel and the right to remove him/her from Charter School's premises

### **4. State Mandated Data and Evaluation Requirements:**

1. Participate in statewide evaluation process as determined by the CDE and provide all required information.
2. Respond to additional surveys or other methods of data collection that may be required throughout the duration of the program.
3. Annually provide participating pupils' regular school day and program attendance and test results as required by CDE.
4. To standardize procedures and collection tools developed for evaluation purposes.
5. Ensure the timely and accurate collection of data required to conduct the ASES program evaluations including but not limited to Annual Performance Reports.
6. Charter School will submit an annual ASES Program Continuous Quality Improvement Plan (CQI) at the Charter School and site level as required by California Senate Bill (SB) 1221. These requirements are codified in Section 8484 of the 2017 California Education Code. While the quality improvement process should be undertaken at the program level, Charter School is responsible for ensuring that it is fully implemented at all of their sites. Charter School is required to report the CQI via the City Span Web-based Attendance and Fiscal Management System by October 10, 2017. Charter School is also responsible for following the county-wide CQI process that has been established by Educational Resource Consultants (ERC).

**5. Student Reimbursement Rate, Payment, and Program Expenditure Guidelines:**

1. Distribute allocated funds to participating schools and ensure fiscal responsibility in accordance with CDE guidelines. This includes a reimbursement calculation formula that is consistent with CDE guidelines that provide for a rate of \$8.19 per student per day for PM (After School) reimbursement and a rate of \$5.46 per student per day for AM (Before School) reimbursement.
2. Allow participation of any student of a participating school regardless of their ability to pay.
3. Upon notification of overpayment of the ASES grant in excess of the grant award amount or request for reimbursement of unexpended ASES grant funds by the CDE, the Charter School will be required to return the entire amount of funding in question to the SDCOE.
4. Ensure that expenditures shall comply with all applicable provisions of state and local rules, regulations and policies relating to the administration, use, and accounting for public school funds, including, but not limited to, the EC.
5. Failure to comply with California Education Code 8483.7 shall result in a reduction of the ASES grant award during the current fiscal year or in subsequent years of the grant.

**6. Federal Program Monitoring and Annual Program Audit Guidelines.**

1. The Charter School follows all fiscal and auditing standards required by the CDE. (EC §§ 8482.3(f) (5), 8484.8(b) (3), (4).).
2. Provide a copy of Federal Program Monitoring (FPM) and Annual Program Audit findings/exceptions to SDCOE relative to the administration of the ASES Grant Requirements per California State Education Code Sections 8482-8484.6 and the Standards and Procedures for Audits of California K-12 Local Education Agencies 2017-2018; Article 3.1. § 19846. After School Education and Safety Program.
3. Participate in Federal Program Monitoring (FPM) training as conducted by SDCOE.

**7. Budget Restrictions**

1. No more than 15% of the grant monies may be used for administrative costs (including indirect costs equal to the lesser of 5% of the grant amount or the Charter School approved CDE indirect cost rate).
2. Each grantee must expend at least 85% of grant funding directly for pupils.
3. Identify and secure Matching Funds/In-Kind Contributions for the ASES program that garner cash or contributions to the equal to at least 33% or one-third of the total annual grant amount for Charter School. Charter School is required to submit the 33% Match/In-Kind via the City Span Web-based Attendance and Fiscal Management System by October 10, 2017.
4. No more than 15% of the annual grant amount may be used for start-up costs in year one only.
5. Funds must supplement, not supplant, existing services. Programs cannot use ASES funds to pay for existing levels of service.
6. Only sites operating programs are eligible to claim administrative, operational, and/or start-up.

7. The LEA/grantee agency maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal funds. Also, Charter School has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records. (34 CFR 80.32(d) (2).) Charter School will also be required to report and all Inventory Items via the City Span Web-based Attendance and Fiscal Management System by October 10, 2017.
8. The record describes the acquisition by:
  - (a) Type
  - (b) Model
  - (c) Serial number
  - (d) Funding source
  - (e) Acquisition date
  - (f) Cost
  - (g) Location
  - (h) Current condition
  - (i) Transfer, replacement, or disposition of obsolete or unusable equipment  
EC § 35168; 5 CCR 3946; 34 CFR 80.32(d) (I).)
9. To ensure that Charter School follows all fiscal and auditing standards required by the California Department of Education (EC §§ 8482.3(f)(5), 8484.8(b)(3), (4).), Charter School can be required to provide copies of the following documents to SDCOE:
  - Before and After School Program (BASP) contracts – for ASES subcontracts to provider agencies that operate Before and/or After School Programs.
  - BASP duty statements and/or job descriptions that are related to the cost that are associated with operating the BASP.
  - BASP reports program expenditures at the Charter School and site level that clearly demonstrate that the 85/15 requirement is met. Charter School will be required to submit the 85/15 reports via the City Span Web-based Attendance and Fiscal Management System by October 10, 2017.
  - BASP line item budgets.
  - BASP time sheets, including time accounting methods.

**8. Additional ASES Program Operation Requirements.**

1. Designate an ASES Contact person.
2. Ensure the designated ASES Contact attends the scheduled ASES Charter School Contact meetings provided by the After School Administrative Program Support Center (ASC), the Children's Initiative (CI), and the San Diego County Office of Education.
3. Operate the ASES Program to improve academic achievement and provide safe and healthy recreation and prevention activities for students at qualified school sites.
4. Commit resources to ensure the delivery of integrated, age-appropriate ASES programs.
5. Ensure that the program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science and computer training.

6. The program will have an educational enrichment element that may include, but not limited to fine arts, recreation, health awareness, physical fitness and prevention activities. Such activities should be determined based on students' needs and interests.
  7. Plan the program through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g. city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
  8. If the site is not located on a school campus, it must be as accessible and available as the school site with safe transportation being provided by Charter School or designee to enrolled pupils.
  9. Provide a snack that conforms to nutrition standards as established by the U.S. Department of Agriculture.
  10. Provide information regarding the After School Program in a form and language that is easily understandable to all parents.
  11. Each partner in the application will share responsibility for the quality of the program.
  12. Collaborate and coordinate with the regular school day program.
  13. Identify, assign, and maintain indoor/outdoor space at participating school sites that are to be utilized by the ASES program.
  14. Notify the County in the event the Charter School intends to close or relocate an ASES program school site, either temporarily or permanently.
  15. All staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law according to Charter School policy
  16. Each ASES funded Charter School will be responsible for the development of a FY 2017-2018 After School Program Plan as part of the San Diego ASES program Consortium. The Charter School's ASES Program Plan template has been provided by the California Department of Education. Working in collaboration with the Charter School Contact, Site Coordinator, Site Principal and other CBO partnerships the Charter School ASES program plan is due on October 17, 2018 to SDCOE via City Span.
  17. Charter School staff will review the ASES program plan annually and provide updates and/or revisions based on ASES program components, California Department of Education guidelines, identified Charter School program changes based on grant reduction or new sites.
  18. Each Charter School ASES Program plan will identify FY 2017-2018 Attendance Goals described in Section VII of the San Diego Consortium After School Program Plan.
  19. Ensure that ASES staff attends countywide, regional, and Charter School-training opportunities designed to maximize program effectiveness.
  20. Host scheduled technical assistance site visits conducted by staff from the After School Administrative Program Support Center (ASC) and the Children's Initiative.
  21. Work with staff from the ASC and the Children's Initiative to review site visitation and technical assistance reports and plan for continuous program improvement.
  22. Ensure the proper record keeping and documentation of program activities and the timely submission of all required reports.
  23. Contribute 3% from the grant funds to SDCOE for countywide program coordination, training, technical assistance and administrative support.
- 9. As the official Grantee of Record, the County will provide the following:**



1. In coordination with Charter School, inform statewide after school efforts impacting San Diego County by working with the California Department of Education, the Governor's Office, the Office of the Secretary of Education, the Department of Finance, the California State Legislature, and the California Advisory Committee on Before and After School Programs.
2. In coordination with Charter School, educate and involve stakeholders and elected officials including: parents, government agencies, community organizations and the private sector in after school issues and efforts.
3. Serve as the fiscal, technical, and program liaison between the Charter Schools, school sites, and the California Department of Education regarding the ASES programs.
4. Maintain files of MOAs and invoices submitted by implementing Charter Schools.
5. Establish and maintain master files of ASES participants, funding levels, attendance, expenditures, allocations and payment transmittals.
6. Verify all ASES funding levels and allocations based on official records provided by CDE.
7. Ensure the timely collection of all required data and submission of evaluation reports, and incur the associated sub-contracted costs, as negotiated.
8. Develop, verify, and obtain appropriate signatures on all required ASES reports for submission to CDE.
9. Using information provided by CDE, prepare end of grant reconciliation reports and submit to CDE by the required deadlines.
10. Provide funding notification and payment distribution to Charter Schools in a timely manner.
11. Ensure that program goals are met efficiently and effectively.
12. Ensure that information on fiscal requirements is shared with all partners expeditiously.
13. Compile required annual progress reports and submit them in a timely manner.
14. Share data on program process and outcomes via Charter School Contact meetings and Consortium Steering Committee meetings.
15. Convene, in coordination with the Charter School, meetings of after school stakeholders, as necessary.
16. Coordinate any publicity, press releases or media coverage of programs with Charter School prior to release and distribution.
17. Ensure that all staff positions, project materials, or services funded with the 3% consortium fee directly provide and serve the county's ASES funded before and after school programs.
18. Provide training and technical assistance to Charter Schools in San Diego County in excess of those provided through the ASC resources.
19. Ensure the development and maintenance of a web-based attendance reporting system for use of all consortium members for Phase I (Charter School Monthly Attendance Reporting). Additionally, provide Phase II (Daily Site Attendance Reporting) and Phase III (Student Uploading of data from Infinite Campus) as venues to participating Charter Schools.
20. Ensure consortium-wide program evaluation and the preparation of CDE required evaluation reports.
21. Conduct annual needs assessment and convene task forces for needed areas of program training, technical assistance, products and support.
22. With input from consortium members, develop protocols for site visits, information sharing, advocacy, public relations and marketing activities, and other events impacting

after school programs.

23. Provide training and technical assistance in preparation for Federal Program Monitoring (FPM) visits from California Department of Education. This preparation will include mock site visits.

#### **10. Terms and Conditions of the Grant Award**

1. All statutes and regulations applicable to each program under which state funds are made available through this application will be met by the Charter School in its administration of each site program. The Charter School will follow its program plans as specified by the agency application.
2. Charter School will make reports to the County as necessary to enable the County to perform its duties and will maintain such records and provide access to those records as the County deems necessary. The Charter School shall maintain such records for at least five years after the completion of the activities for which the funds are used.
3. Charter School will make any application, evaluation, periodic program plan, or report relating to each program available to parents and other members of the general public. (California Public Records Act, Government Code Section 6250 et seq.)
4. **Record revenues and expenditures for this grant as follows: for Standardized Account Code Structure (SASC) coding, use Resource Code 9065 and Revenue Object Code 8677. For expenses, use Goal 7111 – Non agency Educational appropriation function and object code where the funds are expended.**
5. This grant shall be administered in accordance with the provisions of California Education Code (EC) sections 8482-8484.6. Further, expenditures shall comply with all applicable provisions of federal, state and local rules, regulations and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California.
6. The grantee shall use these funds in accordance with the approved application.
7. If a program participant receives state funds to operate ASES in excess of the amount warranted due to the program failing to operate and the program serving fewer pupils than planned, raising an inadequate amount of matching funds, failing to expend funds fully or any other reason during the grant period, the county shall reduce any subsequent allocations by the amount equal to the overpayment.
8. If an ASES program site stops program operations, the county will bill the agency for the amount of the overpayment. If payment is not received within three months of the billing invoice date, any overpayment will be withheld from the next payment to the Charter School.
9. Charter School shall submit quarterly expenditure reports and program reports (including evaluation reports) as required. **FAILURE TO SUBMIT INTERIM REPORTS AS REQUIRED MAY RESULT IN DENIAL OF THE REMAINING GRANT AMOUNT. FAILURE TO SUBMIT AN ANNUAL EXPENDITURE REPORT WITHIN THREE MONTHS OF THE REPORTING DATE MAY RESULT IN DENIAL OF THE REMAINING GRANT AMOUNT.**
10. **FAILURE TO SUBMIT A FINAL EXPENDITURE REPORT WITHIN SIX MONTHS OF THE REPORTING DATE WILL RESULT IN A BILLING FROM**

**THE CDE FOR THE ENTIRE AMOUNT OF ANY GRANT FUNDS ADVANCED AND POSSIBLE REDUCTION OF ANY SUBSEQUENT YEARS' GRANT (S).**

- 11. Charter School shall comply with the General Assurances attached to this MOA.
- 12. This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.
- 13. The CDE GRANT NO., FY, PCA, VENDOR NO., and SUFFIX as specified below will be used on all communications:

**CDE GRANT NO. 37-24239-1037-EZ FY 17/18: PCA: 24239  
VENDOR NO. 1037: SUFFIX NO. EZ**

**11. PERIOD OF AGREEMENT- COMPENSATION/COST AND PAYMENT**

**SCHEDULE**

According to the terms of the ASES Program (ASES) grant, the term of this Agreement shall be July 1, 2017 through June 30, 2018.

The After School Education and Safety Programs are considered direct grants and CDE shall pay grantees (County) according to the following schedule authorized in Education Code 8482.4:

“The department shall allocate 65 percent of the first-year grant amount no later than 30 days after the grantee submits the grant award acceptance letter to the CDE. Of the remaining 35 percent of the grant, the CDE shall allocate 25 percent or more of the funds within the operational period of the program and may retain up to 10 percent of the total grant until all administrative requirements of the grant have been met.”

Program funds will be dispersed to Charter School based on Education Code 8482.4 reimbursement from CDE. Annual ASES allocation(s) **shall not exceed \* \$88,452.00** for Charter School. However, Charter School will only report expenditure up to \$85,798.44 (97% of \$88,452.00) and will receive a total of \$85,798.44 if the Charter School expends all their grant allocation and is in compliant with all grant requirements.

**Payments of the grant may actually differ from the granted amount as determined by CDE due to: 1) Non operation of a program at a school sites or non-operation of a funded grant component. 2) The Charter Schools inability to expend the total grant award by the June 30, 2018 final expenditure deadline for all ASES grant funds as determined by CDE. 3) Any ASES program Audit Findings or Program Compliance issues that result in the reduction of grant award or repayment of expended ASES funding will be paid by Charter School.**

**All payments will be made by SDCOE subsequent to actual receipt of funds from CDE. \* SDCOE will retain 3% of grant funds for countywide program coordination, technical assistance and program support, as agreed herein and this should not be reported in the district expenditure report.**

**12. CHARTER SCHOOL & COUNTY CONTACT PERSONS' NAMES & ADDRESSES**

Charter School Contact:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

County Contact:

Daymon Beach, Senior Manager  
SDCOE, Student Support Services  
6401 Linda Vista Road, Rm 212E  
San Diego, CA 92111  
(858) 569-3133

**13. CONFIDENTIALITY**

1. This agreement, all communications and information obtained by Charter School from the County Office relating to this agreement, and all information developed by Charter School under this agreement, are confidential. Except as provided in Subsection 3, without the prior written consent of an authorized representative of the County, Charter School shall neither divulge to, nor discuss with, any third party either the work and services provided hereunder, or any communication or information in connection with such services or work, except as required by law. Prior to any disclosure of such matters, whether as required by law or otherwise, Charter School shall inform the County, in writing, of the nature and reasons for such disclosure. Charter School shall not use any communications or information obtained from the County for any purpose other than the performance of this agreement, without the County's written prior consent.
2. At the conclusion of the performance of this agreement, Charter School shall return to the County all written materials constituting or incorporating any communications or information obtained from the County. Upon the County's specific approval, Charter School may retain copies of such materials, subject to the requirements of Subsection 1.
3. Charter School may disclose to any subcontractor, or County approved third parties, any information otherwise subject to Subsection 1 that is reasonably required for the performance of the subcontractor's work. Prior to any such disclosure, Charter School shall obtain the subcontractor's written agreement to the requirements of Subsection 1 and shall provide a copy of such agreement to the County.
4. Charter School represents that it shall not publish or cause to be disseminated through any press release, public statement, or marketing or selling effort any information which relates to this agreement without the prior written approval of the County.
5. Charter School obligation of confidence with respect to information submitted or disclosed to Charter School by County hereunder shall survive termination and comply with all requirements outlined in this Agreement which is attached hereto and made a part hereof.

#### **14. CONFIDENTIALITY OF SERVICES**

Identities of all respondents including but not limited to staff, principal(s), parent(s), student(s) and individual responses on surveys in conjunction with this evaluation will be kept confidential by the Contractor. Reports generated will reflect aggregated data. No individual responses will be used. Contractor is not authorized to redistribute or share any data or information with any agency, entity or individual without the written consent of the County.

Contractor agrees to all of the following:

(a) Neither Contractor nor any of its Subcontractors shall disclose Private Information obtained from the County in the performance of this Agreement to any other Subcontractor, person, or other entity, unless one of the following is true:

- (i) The disclosure is authorized by this Agreement;
- (ii) The Contractor received advance written approval from the Contracting Department to disclose the information; or
- (iii) The disclosure is required by law or judicial order.

(b) Notwithstanding any other provisions of law, any school Charter School, including any county office of education or superintendent of schools, may participate in an interagency data information system that permits access to a computerized database system within and between governmental agencies or Charter Schools as to information or records which are non-privileged, and where release is authorized as to the requesting agency under state or federal law or regulation, if each of the following requirements are met:

- (i) Each agency and school Charter School shall develop security procedures or devices by which unauthorized personnel cannot access data contained in the system.
- (ii) Each agency and school Charter School shall develop procedures or devices to secure privilege or confidential data from unauthorized disclosure.
- (iii) Each school Charter School shall comply with access log requirements of Section 49064.
- (iv) The right of access granted shall not include the right to add, delete, or alter data without the written permission of the agency holding the data.
- (v) An agency or school Charter School may not make public or otherwise release information on an individual contained in the database where the information is protected from disclosure or release as to the requesting agency by state or federal law or regulation.

(c) Any disclosure or use of Private Information authorized by this Agreement shall be in accordance with any conditions or restrictions stated in this Agreement. Any disclosure or use of Private Information authorized by a Contracting Department shall be in accordance with any conditions or restrictions stated in the approval.

(d) Any failure of Contractor to comply with the Nondisclosure of Private Information Ordinance shall be a material breach of this Agreement. In such an event, in addition to any other

remedies available to it under equity or law, the County may terminate this Agreement, debar Contractor, or bring a false claim action against Contractor.

**15. TERMINATION FOR CONVENIENCE**

1. The County may, by written notice to Charter School, terminate this agreement in whole or in part at any time, for the County's convenience. Upon receipt of such notice, Charter School shall:
  - a) Immediately discontinue all services affected (unless the notice directs otherwise); and
  - b) Deliver to the County all information and material as may have been involved in the provision of services in the performance of this agreement, whether completed or in process. Termination of this agreement shall be as of the date of receipt by Charter School of such notice.
2. If the termination is for the convenience of the County, Charter School shall submit a final invoice within 60 days of termination and upon approval by the County, the County shall pay Charter School the sums earned for the services actually performed prior to the effective date of termination and other costs reasonably incurred by Charter School to implement the termination.
3. Charter School shall not be entitled to anticipatory or consequential damages as a result of any termination under this section. Payment to Charter School in accordance with this section shall constitute the Charter School's exclusive remedy for any termination hereunder. The rights and remedies of the County provided in this section are in addition to any other rights and remedies provided by law or under this agreement.

**16. TERMINATION FOR DEFAULT**

1. The County may, by written notice to Charter School, terminate this agreement in whole or in part at any time because of the failure of Charter School to fulfill its contractual obligations. Upon receipt of such notice, Charter School shall:
  - a) Immediately discontinue all services affected (unless the notice directs otherwise) and
  - b) Deliver to the County all information and material as may have been involved in the provision of services in the performance of this agreement, whether completed or in process. Termination of this agreement shall be as of the date of receipt by Charter School of such notice.
2. If the termination is due to the failure of Charter School to fulfill its contractual obligations, the County may take over the services, and complete the services by contract or otherwise. In such case, Charter School shall be liable to the County for any reasonable costs or damages occasioned to the County thereby.

**17. INDEPENDENT CONTRACTOR**

It is expressly understood that at all times, while rendering the services described herein, and in complying with any terms and conditions of this Agreement, Charter School is acting as an independent contractor and not as an officer, agent, or employee of the County.

**18. HOLD HARMLESS**

Charter School agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, Charter School performance, or lack thereof, under this Agreement.

**19. WORKERS' COMPENSATION**

Charter School shall provide workers' compensation insurance or shall self-insure their services in compliance with provisions of Section 3700 of the Labor Code of the State of California. A Certificate of Insurance may be provided, providing for such, or Charter School shall sign and file with the County the following certificate:

“I am aware of the provisions of Section 3700 of the Labor Code which requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provision of that Code, and I will comply with such provision before commencing the performance of the work of this Agreement.”

**20. NON-FUNDING**

Notwithstanding any of the foregoing provisions, if for any fiscal year of this Agreement the San Diego County Board of Education fails to appropriate or allocate funds for future periodical payments under this Agreement, the County will not be obligated to pay the balance of funds remaining unpaid beyond the fiscal period for which funds have been appropriated or allocated, and may terminate this Agreement with 30 days' written notice.

**21. AUDIT**

Charter School agrees to maintain and preserve until five years after termination of the Agreement with the County, and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

**22. INSURANCE REQUIREMENTS**

Charter School must ensure that it shall maintain and shall cause each Subcontractor to maintain Public Liability and Property Damage Insurance to protect them and the Superintendent of Schools from all claims for personal injury, including accidental death, as

well as from all claims for property damage arising from the operations under this Agreement. The minimum amounts of such insurance shall be as hereinafter set forth.

Amounts of Insurance:

General Liability Comprehensive form - Products/Completed Operations	Bodily Injury and Property Damage	<u>\$1,000,000</u> Amount
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Auto Liability Comprehensive form - Owned, Non-owned Hired	Bodily Injury and Property Damage Combined	<u>\$1,000,000</u> Amount
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Charter School shall file, with the County, Certificates of Insurance indicating a thirty-day (30) cancellation notice and naming the **SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS** as an additional insured.

**23. GOVERNING LAW/VENUE SAN DIEGO**

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

**24. COMPLIANCE WITH LAW**

Charter School shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, and purchasing practices, and wages, hours, and conditions of employment, including non-discrimination.

**25. FINAL APPROVAL**

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

**26. TOBACCO-FREE FACILITY**

The County is a tobacco-free facility. Tobacco use (smoked or smokeless) is prohibited at all times on all areas of County Office property.

**27. PUPIL SAFETY / SCHOOL SAFETY ACT**

Pupil Safety/School Safety Act: The SDCOE Program Manager has determined that the Contractor/Provider will have “**greater than limited contact**” with pupils and the Contractor/Provider shall require their employees, including the employees of any



subcontractor, who will provide these services, to submit their fingerprints in order to conduct a criminal background check per Education Code §45122.1. The Contractor/Provider shall not permit any employee, including the employees of any subcontractor, to perform services under this contract until:

1. The Department of Justice has determined that these employees have not been convicted of, or have charges pending for a defined felony.
2. The Contractor/Provider has **certified in writing** to the SDCOE Program Manager that the employer and all of these employees have not been convicted of, or do not have charges pending for a defined felony.

**28. ENTIRE AGREEMENT**

This Agreement represents the entire Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

**IN WITNESS WHEREOF**, the parties hereto have caused this Contract to be duly executed, such parties acting by their representatives being thereunto duly authorized.

**SAN DIEGO COUNTY  
SUPERINTENDENT OF SCHOOLS**

**MAGNOLIA SCIENCE  
ACADEMY SAN DIEGO**

  
By (Authorized Signature)

\_\_\_\_\_  
By (Authorized Signature)

Paul Gothold Ed.D  
Name (Type or Print)

\_\_\_\_\_  
Name (Type or Print)

County Superintendent of Schools  
Title

\_\_\_\_\_  
Title

1/5/18  
Date

\_\_\_\_\_  
Date

San Diego County Office of Education Funding Status per School 2017-2018						
Grant Number	District Name	CDS Code	School Name	School Type	Sub Program	Amount Awarded
37-24239-1037-EZ	Magnolia Science Academy SD	37683380109157	Magnolia Science Academy San Diego	E	After School Base	\$98,452.00
					TOTAL GRANT AMOUNT	\$98,452.00
					GRANT AMOUNT, LESS 3%	\$85,798.44

ASES Grant

12/19/2017

**MEMORANDUM OF AGREEMENT**  
After School Education & Safety (ASES)

This Agreement to provide services for the After School Education) is entered into this 1st day of July 1, 2017 by and between the **Magnolia Science Academy-San Diego** (herein known as “Magnolia Science Academy” and **YMCA of San Diego County (YMCA)** who agrees to provide the services in accordance with the provisions of the California Education Code (EC) sections 8482-8484.7.

**1. General Conditions:**

**ASES Program Hours of Operation and Attendance Requirements:**

1. The After School Program will begin operation immediately upon the end of the regular school day and operate until at least 6:00 pm for a minimum of 15 hours per week, and on every “regular school day” and any day that students attend and instruction takes place.
2. Elementary students should participate every day that the after school component operates.
3. Establish a local policy for early release of students attending the ASES after school component needing to leave a program before closing which includes written parental permission stating the dates, times, and reasons for the early release. However, the after school component must remain open until at least 6:00 p.m.
4. To ensure that subsequent ASES grant awards will not be reduced due to insufficient program attendance and performance, YMCA of San Diego County must enforce the grant rules in compliance with **California Education Code 8483.7. (a) (1) (A)**. California Education Code 8483.7. (a) (1) (A). states: Each school that establishes a program pursuant to this article is eligible to receive a three-year direct grant, that shall be awarded in three one-year increments and is subject to semi- annual attendance reporting and requirements as described in Section 8482.3 once every three years:
  - i. The CDE shall provide technical support for development of a program improvement plan for grantees under the following conditions: (I) If actual pupil attendance falls below 75 percent of the target attendance level in any year of the grant. (II) If the grantee fails, in any year of the grant, to demonstrate measurable outcomes pursuant to Section 8484.
  - ii. The CDE shall adjust the grant level of any school within the program that is under its targeted attendance level by more than 15 percent in each of two consecutive years.
  - iii. In any year after the initial grant year, if the actual attendance level of a school within the program falls below 75 percent of the target attendance level, the CDE shall perform a review of the program and adjust the grant level as the CDE deems appropriate.

Failure to comply with California Education Code 8483.7 shall result in a reduction of the ASES grant award allocations.

**2. Web-Based Attendance and Daily Attendance Accountability Requirements:**

1. In FY 17-18, the YMCA of San Diego County will implement the *City Span Web-based Attendance Tracking System* ([www.youthservices.net/sandiego](http://www.youthservices.net/sandiego)) for daily program attendance entry.
2. YMCA of San Diego County must fully utilize the “*Automated Card Scanning*” capability for the system. The *City Span Web-based Attendance Tracking System* will ensure that full attendance is documented only for students complying with their individual Early Release/Late Arrival times on file in accordance with ASES Program California Education Code Section and the intent of the Early Release/Late Arrival Policies for students in the ASES program.
3. Use the web-based attendance system’s card scanning features to ensure that all students are counted for attendance purposes in compliance with *EC* Section 8483(a)(1) and *EC* Section 8483(1)(a)(1).
4. YMCA of San Diego County will identify key staff members to participate in trainings provided by SDCOE/City Span for implementation of the *City Span Web-based Attendance Tracking System*.
5. In addition, YMCA of San Diego County must monitor on a weekly basis that all student sign-in (AM Program) and sign-out (PM Program) times comply with the Early Release times on file for each student.
6. Magnolia Science Academy will facilitate monthly attendance reporting and reconciling with the SDCOE.

**3. Staffing Requirements:**

1. YMCA of San Diego County must ensure a student-to-staff ratio of no more than 20 to 1.
2. YMCA of San Diego County must establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the Magnolia Science Academy.
3. YMCA of San Diego County shall be responsible for students, staff, and parents accessing services under this Agreement. YMCA of San Diego County certifies that it shall provide adequate supervision of the students, staff, and other program personnel, and that its staff will follow legal guidelines on reporting child abuse/neglect.
4. YMCA of San Diego County must certify that all personnel providing services to students are adequately screened so as to prevent the assignment of personnel who may pose a threat to the safety and welfare of students, and that such personnel has provided evidence of freedom from active tuberculosis prior to starting service at any school site.

**4. State Mandated Data and Evaluation Requirements:**

1. YMCA will collaborate with Magnolia Science Academy and SDCOE to disseminate statewide evaluation process as determined by the CDE.
2. YMCA will respond to surveys or other methods of data collection that may be required throughout the duration of the program.
3. Both Magnolia Science Academy and YMCA will collaborate to ensure timely and accurate collection of data required to conduct program evaluations including but not limited to Annual Performance Reports.
4. Magnolia Science Academy will share evaluation data reports with YMCA of San Diego County to use for quality improvement plan.

**5. Student Reimbursement Rate, Payment, and Program Expenditure Guidelines:**

1. Upon notification of overpayment in excess of the grant award amount or request for reimbursement of unexpended ASES grant funds by the CDE, Magnolia Science Academy or YMCA of San Diego County will be required to return the entire amount of funding in question to the San Diego County Office of Education.
2. Ensure that expenditures shall comply with all applicable provisions of state and local rules, regulations and policies relating to the administration, use, and accounting for public school funds, including, but not limited to, California Education Code 8483.7.
3. Failure to comply with California Education Code 8483.7 shall result in a reduction of the ASES grant award during the current fiscal year or in subsequent years of the grant.

**6. Federal Program Monitoring and Annual Program Audit Guidelines.**

1. Magnolia Science Academy shall provide a copy of Federal Program Monitoring (FPM) and Annual Program Audit findings/exceptions to SDCOE relative to the administration of the ASES Grant Requirements per California State Education Code Sections 8482-8484.6 and the Standards and Procedures for Audits of California K-12 Local Education Agencies 2007-2008; Article 3.1. § 19846. After School Education and Safety Program.
2. Both Magnolia Science Academy and YMCA of San Diego County personnel shall participate in Federal Program Monitoring (FPM) training.
3. Both Magnolia Science Academy and YMCA of San Diego County will attend Federal Program Monitoring (FPM) meetings with the CDE.

**7. Budget Restrictions** (See YMCA of San Diego County ASES 2017-18 85-15 Sub-Contractor Attachment)

1. The San Diego County Office of Education shall retain 2% or \$1769.04 of total grant funds for direct administrative costs.
2. Magnolia Science Academy shall retain 3% or \$2653.56 of total grant funds for direct administrative costs.
3. The YMCA of San Diego County shall receive 5% or \$4422.60 for indirect costs.
4. No more than 5% or \$4422.60 of direct administrative costs shall be expended by YMCA.
5. The YMCA must expend at least 85% or \$75184.20 of grant funding in direct services for pupils.

**8. Program Matching Funding Requirements.**

1. Program must provide local funds totaling no less than one-third of the grant amount.
2. Magnolia Science Academy will provide matching funds for facilities usage not to exceed 25% of total match requirement.
3. YMCA of San Diego County shall contribute 75% or \$21,891.87 of total match requirement unless otherwise agreed upon between Magnolia Science Academy and YMCA.
4. State categorical funds for remedial education activities may not be used to fulfill match requirements.

**9. Additional ASES Program Operation Requirements.**

1. Both Magnolia Science Academy and YMCA shall each designate an ASES Contact person.
2. Ensure the designated ASES Contact(s) attends the scheduled ASES District Contact meetings provided by the Resources & Technical Assistance Center (RTAC), the After School Administrative Program Support Center (ASC), the Children's Initiative (CI), and the San Diego Office of Education (SDCOE).

3. Ensure that the program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science and computer training.
4. The program will have an educational enrichment element that may include, but not limited to STEM, sports, visual and performing arts (dance), service learning, and youth development activities. These items should be discussed collaboratively between school administration and YMCA of San Diego County to best meet needs of Magnolia Science Academy.
5. Plan the program through a collaborative process that includes parents, youth, and school administration and personnel, community organizations, and the private sector.
6. If the site is not located on a school campus, it must be as accessible and available as the school site with safe transportation being provided by Magnolia Science Academy to enrolled participants.
7. Magnolia Science Academy shall collaborate with YMCA to provide snack and/or supper program that conforms to Article 2.5 of Chapter 9 of Part 27, commencing with Education Code Section 49430. (EC 8482.3(d)).
8. Provide information regarding the ASES Program in a form and language that is easily understandable to all parents.
9. Each partner in the application will share responsibility for the quality of the program. Magnolia Science Academy and YMCA will partner to conduct an annual continuous quality improvement process.
10. Magnolia Science Academy and YMCA will collaborate and coordinate with the regular school day program.
11. Magnolia Science Academy is responsible to ensure the YMCA of San Diego County has access to safe, clean, and supportive indoor/outdoor space at participating school site to conduct a high quality program. Space shall include adequate indoor space for all academic and enrichment activities and shall be cleaned to the same standards/schedule as the regular school day.
12. All YMCA staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law according to Magnolia Science Academy policy.
13. Each ASES funded site will be responsible for the development of a FY2017-18 After School Program Plan as part of the San Diego ASES Program Consortium.
14. Magnolia Science Academy and YMCA administration will review the ASES Program Plan annually and provide updates and/or revisions based on ASES program components, California Department of Education guidelines, and identified district program changes based on changes in grant or sites.
15. Each site ASES Program plan will identify FY 2017-2018 Attendance Goals described in Section VII of the San Diego Consortium After School Program Plan.
16. Ensure that ASES staff attends district and SDCOE training opportunities designed to maximize program effectiveness.
17. Host scheduled technical assistance site visits conducted by staff from RTAC, the After School (ASC) and the CI.
18. Collaborate with staff from RTAC, the After School (ASC), and the CI to review site visitation and technical assistance reports and plan for continuous program improvement.
19. Magnolia Science Academy and YMCA of San Diego County will ensure the proper record keeping and documentation of program activities and the timely submission of all required reports. All reports due to San Diego County Office of Education and delegated to YMCA of San Diego County by Magnolia Science Academy shall include at least 30 days' notice unless otherwise agreed upon by both parties.

## **10. Terms and Conditions of the Grant Award**

1. YMCA of San Diego County will make reports to Magnolia Science Academy as necessary to enable Magnolia Science Academy to perform its duties and will maintain such records and provide access to those records as Magnolia Science Academy deems necessary. The school and YMCA of San Diego County shall maintain such records for at least five years after the completion of the activities for which the funds are used.
2. YMCA of San Diego County will make any application, evaluation, periodic program plan, or report relating to each program available to parents and other members of the general public (California Public Records Act, Government Code Section 6250 et seq.)
3. Record revenues and expenditures for this grant as follows: for Standardized Account Code Structure (SASC) coding, use Resource Code 9065 and Revenue Object Code 8590.
4. This grant shall be administered in accordance with the provisions of California Education Code (EC) sections 8482-8484.6. Further, expenditures shall comply with all applicable provisions of federal, state and local rules, regulations and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California.
5. If a program participant receives state funds to operate ASES in excess of the amount warranted due to the program failing to operate and the program serving fewer pupils than planned, raising an inadequate amount of matching funds, failing to expend funds fully or any other reason during the grant period, the San Diego County Office of Education (SDCOE) shall reduce any subsequent allocations by the amount equal to the overpayment.
6. YMCA of San Diego County shall provide financial expenses monthly to Magnolia Science Academy.
7. Magnolia Science Academy shall be responsible to submit quarterly expenditure reports and program reports (including evaluation reports) to San Diego County Office of Education.

**This award is made contingent upon the availability of funds. If the Legislature takes action to reduce, increase, or defer the funding upon which this award is based, then this award will be amended accordingly.**

#### **PERIOD OF AGREEMENT**

According to the terms of the After School Education & Safety (ASES) Program, the term of this Agreement shall be July 1, 2017 through June 30, 2018.

#### **11. COMPENSATION/COSTS AND PAYMENT SCHEDULE**

Magnolia Science Academy shall reimburse funds to YMCA of San Diego County as available from SDCOE, and within 30 days after invoice for monthly expenses submitted from YMCA of San Diego County. Annual total ASES allocation(s) **shall not exceed \*\$84,029.40** YMCA of San Diego County.

**Payments of the grant may actually differ from the granted amount as determined by CDE due to: 1) Non operation of a program at a school sites or non-operation of a funded grant component. 2) The inability to expend the total grant award by the June 30, 2018 final expenditure deadline for all ASES grant funds as determined by CDE.**

#### **12. YMCA OF SAN DIEGO COUNTY & MAGNOLIA SCIENCE ACADEMY CONTACT**

**PERSONS**

YMCA of San Diego County Contact:

Baron Herdelin-Doherty  
YMCA of San Diego County  
President & CEO  
3708 Ruffin Rd.  
San Diego, CA 92123

Magnolia Science Academy Contact:

Gokhan Serce  
Magnolia Science Academy  
Principal  
4350 Otay Mesa Rd  
San Diego, CA 92173

**13. CONFIDENTIALITY**

1. This agreement, all communications and information obtained by YMCA of San Diego County from Magnolia Science Academy relating to this agreement, and all information developed by YMCA of San Diego County under this agreement, are confidential. Except as provided in Subsection 3, without the prior written consent of an authorized representative of Magnolia Science Academy, YMCA of San Diego County shall neither divulge to, nor discuss with, any third party either the work and services provided hereunder, or any communication or information in connection with such services or work, except as required by law. Prior to any disclosure of such matters, whether as required by law or otherwise, YMCA of San Diego County shall inform the Magnolia Science Academy, in writing, of the nature and reasons for such disclosure. YMCA of San Diego County shall not use any communications or information obtained from Magnolia Science Academy for any purpose other than the performance of this agreement, without Magnolia Science Academy's written prior consent.

Likewise, all communications and information obtained by Magnolia Science Academy from YMCA of San Diego County relating to this agreement are confidential. Except as provided in Subsection 3, without the prior written consent of an authorized representative of YMCA of San Diego County, Magnolia Science Academy shall neither divulge to, nor discuss with, any third party either the work and services provided hereunder, or any communication or information in connection with such services or work, except as required by law. Prior to any disclosure of such matters, whether as required by law or otherwise, Magnolia Science Academy shall inform the YMCA of San Diego County, in writing, of the nature and reasons for such disclosure. Magnolia Science Academy shall not use any communications or information obtained from YMCA of San Diego County for any purpose other than the performance of this agreement, without YMCA of San Diego County's written prior consent.

2. At the conclusion of the performance of this agreement, YMCA of San Diego County shall return to Magnolia Science Academy all written materials constituting or incorporating any communications or information obtained from the Magnolia Science Academy. Upon Magnolia Science Academy's specific approval, YMCA of San Diego County may retain copies of such materials, subject to the requirements of Subsection 1.
3. YMCA of San Diego County may disclose to any vendor, or Magnolia Science Academy approved third parties, any information otherwise subject to Subsection 1 that is reasonably required for the performance of the vendor's work. Prior to any such disclosure, YMCA of San Diego County shall obtain the vendor's written agreement to the requirements of Subsection 1 and shall provide a copy of such agreement to Magnolia Science Academy.



Magnolia Science Academy may disclose to any vendor, or YMCA of San Diego County approved third parties, any information otherwise subject to Subsection 1 that is reasonably required for the performance and administration of the scope of work described in this contract. Prior to any such disclosure, Magnolia Science Academy shall obtain the YMCA of San Diego County's written agreement to the requirements of Subsection 1 and shall provide a copy of such agreement to Magnolia Science Academy.

4. YMCA of San Diego County represents that it shall not publish or cause to be disseminated through any press release, public statement, or marketing or selling effort any information which relates to this agreement without the prior written approval of the Magnolia Science Academy.

Likewise, Magnolia Science Academy represents that it shall not publish or cause to be disseminated through any press release, public statement, or marketing or selling effort any information which relates to this agreement without the prior written approval of the YMCA of San Diego County.

5. YMCA of San Diego County obligation of confidence with respect to information submitted or disclosed to YMCA of San Diego County by Magnolia Science Academy hereunder shall survive termination and comply with all requirements outlined in this Agreement which is attached hereto and made a part hereof.

Likewise, Magnolia Science Academy obligation of confidence with respect to information submitted or disclosed to Magnolia Science Academy by YMCA of San Diego County hereunder shall survive termination and comply with all requirements outlined in this Agreement which is attached hereto and made a part hereof.

#### **14. CONFIDENTIALITY OF SERVICES**

Identities of all respondents including but not limited to staff, principal(s), parent(s), student(s) and individual responses on surveys in conjunction with this evaluation will be kept confidential by the YMCA of San Diego County. Reports generated will reflect aggregated data. No individual responses will be used. The YMCA of San Diego County is not authorized to redistribute or share any data or information with any agency, entity or individual without the written consent of Magnolia Science Academy.

YMCA of San Diego County agrees to all of the following:

(a) YMCA shall not disclose Private Information obtained from Magnolia Science Academy in the performance of this Agreement to any other vendor, person, or other entity, unless one of the following is true:

(i) The disclosure is authorized by this Agreement;

(ii) The YMCA received advance written approval from the Magnolia Science Academy to disclose the information; or

(iii) The disclosure is required by law or judicial order.

(b) Any disclosure or use of Private Information authorized by this Agreement shall be in accordance with any conditions or restrictions stated in this Agreement. Any disclosure or use of Private

Information authorized by a Contracting Department shall be in accordance with any conditions or restrictions stated in the approval.

(c) Any failure of contractor to comply with the Nondisclosure of Private Information Ordinance shall be a material breach of this Agreement. In such an event, in addition to any other remedies available to it under equity or law, Magnolia Science Academy may terminate this Agreement, debar Contractor, or bring a false claim action against Contractor.

## **15. TERMINATION FOR CONVENIENCE**

1. Either party to this agreement may, by written notice to the other party, terminate this agreement in whole or in part at any time, for either party's convenience.
2. If the termination is for the convenience of the Magnolia Science Academy, upon receipt of 60 days' notice, YMCA of San Diego County shall:
  - (1) Immediately discontinue all services affected (unless the notice directs otherwise) and
  - (2) Deliver to Magnolia Science Academy all information and material as may have been involved in the provision of services in the performance of this agreement, whether completed or in process. Termination of this agreement shall be as of the date of receipt by YMCA of San Diego County of such notice.

YMCA of San Diego County shall submit a final invoice within 60 days of termination and upon approval the Magnolia Science Academy shall reimburse for services actually performed prior to the effective date of termination and other costs reasonably incurred by YMCA of San Diego County to implement the termination.

## **16. TERMINATION FOR DEFAULT**

1. Either party to this agreement may, by written notice to the other party, terminate this agreement in whole or in part at any time because of the failure of to fulfill its contractual obligations.
2. If this agreement is terminated by Magnolia Science Academy, upon receipt of such notice, YMCA of San Diego County shall:
  - (1) Immediately discontinue all services affected (unless the notice directs otherwise) and
  - (2) Deliver to Magnolia Science Academy all information and material as may have been involved in the provision of services in the performance of this agreement, whether completed or in process. Termination of this agreement shall be as of the date of receipt by YMCA of San Diego County of such notice.
3. If the termination is due to the failure of YMCA of San Diego County to fulfill its contractual obligations, Magnolia Science Academy may take over the services, and complete the services by contract or otherwise.

## **17. INDEPENDENT CONTRACTOR**

It is expressly understood that at all times, while rendering the services described herein, and in complying with any terms and conditions of this Agreement, YMCA of San Diego County is acting as an independent contractor and not as an officer, agent, or employee of Magnolia Science

Academy.

## **18. HOLD HARMLESS**

YMCA of San Diego County agrees to hold harmless, defend, and to indemnify Magnolia Science Academy, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, Magnolia Science Academy performance, or lack thereof, under this Agreement.

Likewise, Magnolia Science Academy agrees to hold harmless, defend, and to indemnify YMCA of San Diego County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, YMCA of San Diego County performance, or lack thereof, under this Agreement.

## **19. WORKERS' COMPENSATION**

YMCA of San Diego County shall provide workers' compensation insurance or shall self-insure their services in compliance with provisions of Section 3700 of the Labor Code of the State of California. A Certificate of Insurance may be provided, providing for such, or YMCA of San Diego County shall sign and file with Magnolia Science Academy the following certificate:

"I am aware of the provisions of Section 3700 of the Labor Code which requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provision of that Code, and I will comply with such provision before commencing the performance of the work of this Agreement."

## **20. NON-FUNDING**

Notwithstanding any of the foregoing provisions, if for any fiscal year of this Agreement the San Diego County Office of Education School Board fails to appropriate or allocate funds for future periodical payments under this Agreement, Magnolia Science Academy will not be obligated to pay the balance of funds remaining unpaid beyond the fiscal period for which funds have been appropriated or allocated, and may terminate this Agreement with 30 days' written notice.

## **21. AUDIT**

YMCA of San Diego County agrees to maintain and preserve until five years after termination of the Agreement with Magnolia Science Academy, and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

## **22. INSURANCE REQUIREMENTS**

YMCA of San Diego County must ensure that it shall maintain Public Liability and Property Damage Insurance to protect them and the Magnolia Science Academy from all claims for personal injury, including accidental death, as well as from all claims for property damage arising from the operations under this Agreement. The minimum amounts of such insurance shall be as herein after

set forth.

Amounts of Insurance:

General Liability	Bodily Injury and	\$ <u>1,000,000</u>
Comprehensive form -	Property Damage	Amount
Products/Completed		
Operations		

YMCA of San Diego County shall file, with Magnolia Science Academy, Certificates of Insurance indicating a thirty-day (30) cancellation notice and naming the **Magnolia Science Academy** as an additional insured.

**23. GOVERNING LAW/VENUE SAN DIEGO**

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

**24. COMPLIANCE WITH LAW**

YMCA of San Diego County shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, and purchasing practices, and wages, hours, and conditions of employment, including non-discrimination.

**25. FINAL APPROVAL**

This Agreement is of no force or effect until approved by signature by the Magnolia Science Academy Principal and the YMCA of San Diego County President/CEO.

**26. TOBACCO-FREE FACILITY**

Magnolia Science Academy is a tobacco-free facility. Tobacco use (smoked or smokeless) is prohibited at all times on all areas of school property.

**27. PUPIL SAFETY / SCHOOL SAFETY ACT**

Pupil Safety/School Safety Act: The Magnolia Science Academy shall determine the YMCA of San Diego County’s level of contact with pupils from the following two (2) choices, by inserting an **X** below:

     The YMCA of San Diego County will have “**limited contact**” with pupils and the Contractor/Provider may be required to do one or more of the following to protect pupils:

1. Prohibit Contractor/Provider’s employees from using student restroom facilities,
2. Perform work when school is not in session,
3. Provide security patrols or supervision,

- 4.Restrict Contractor/Provider’s employees’ access to site grounds, and/or
- 5.Provide badges or other visible means of Contractor/Provider’s identification.

X The YMCA of San Diego County will have “**greater than limited contact**” with pupils and the YMCA of San Diego County shall require their employees, including the employees of any subcontractor, who will provide these services, to submit their fingerprints in order to conduct a criminal background check per Education Code §45122.1. The YMCA of San Diego County shall not permit any employee, including the employees of any subcontractor, to perform services under this contract until:

- 1. The Department of Justice has determined that these employees have not been convicted of, or have charges pending for a defined felony.
- 2. The YMCA of San Diego County has **certified in writing** to the Magnolia Science Academy that the employer and all of these employees have not been convicted of, or do not have charges pending for a defined felony.

By (Authorized Signature): \_\_\_\_\_ Date \_\_\_\_\_

Name (Type or Print): \_\_\_\_\_

YMCA of San Diego County

**28. ENTIRE AGREEMENT**

This Agreement represents the entire Agreement and understandings of the parties hereto and no writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

**IN WITNESS WHEREOF**, the parties hereto have caused this Contract to be duly executed, such parties acting by their representatives being thereunto duly authorized.

**MAGNOLIA SCIENCE ACADEMY**

**YMCA OF SAN DIEGO COUNTY**

By (Authorized Signature)

By (Authorized Signature)

Gokhan Serce  
Principal  
Magnolia Science Academy

Baron Herdelin-Doherty  
President/CEO  
YMCA of San Diego County

Date:

Date:

**YMCA Federal EIN #: 95-2039198**

# Cover Sheet

## Approval of 2016-17 Audit Reports for all MPS

**Section:** III. Action Items  
**Item:** A. Approval of 2016-17 Audit Reports for all MPS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III\_A\_Audit\_Reports\_2016-2017.pdf  
MERF.pdf  
MSA 1.pdf  
MSA 2.pdf  
MSA 3.pdf  
MSA 4.pdf  
MSA 5.pdf  
MSA 6.pdf  
MSA 7.pdf  
MSA Bell.pdf  
MSA San Diego.pdf  
MSA Santa Ana.pdf



Board Agenda Item #	Agenda #III A- Audit Reports for all MPS
Date:	January 18, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Approval of 2016-2017 Audit Report

#### Proposed Board Recommendation

Motion to approve the Financial Audit Report for fiscal year 2016-17 of all ten (10) schools and the consolidated audit including the home office.

#### Background

Under Education Code (EC) Sections 41020 through 41020.8, all school districts must file their annual audit reports for the preceding fiscal year by December 15, with the Los Angeles County Superintendent of Schools (County Superintendent), the California Department of Education (CDE), and the State Controller's Office (SCO). The audit shall be conducted by an auditor from the list approved by the SCO and mutually agreeable to the authorizers and the Charter School.

The Governing Board of each school district must review the annual audit report for the prior fiscal year at a public meeting. According to EC Section 41020.3, the review will include: “. . . the annual audit of the local education agency for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or management letter issue.”

The board is required to review and approve annual financial audit report annually and submit to our various oversight entities by December 15.

In an audit engagement:

- The auditor explains that preparing the financial statements and maintaining sound internal control is management responsibility;
- The auditor explains its own responsibilities, duties and rights regarding the engagement; emphasizes the nature of the audit and states that the auditor only examines the internal controls and accounting records on a sample basis;
- The auditor gives his opinion on the financial statements:
  - ❑ An unqualified report concludes that the financial statements present fairly its affairs in all material aspects. Also known as a clean report, which implies that any changes in the accounting policies, application and effects are adequately determined and disclosed.

- ❑ A qualified report is when there is a limitation of scope in auditor's work, or when there is disagreement with management regarding application, acceptability or adequacy of accounting policies. The issue must be material or financially worth consideration to qualify a report.
- ❑ If issues are material and pervasive, the auditor issues a disclaimer or adverse opinion.

Independent auditor's report received from VTD at the end of their audit engagement with MERF for fiscal year 2017-18 states that the financial statements present fairly, in all material aspects, the respective financial position of the Charter School, as of June 30, 2017. The changes in its net assets, its cash flows for the year that ended, in accordance with accounting principles generally accepted in the United States of America.

Budget Implications

None.

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

All MPS schools will be in compliance with the authorizers' requirements.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

Exhibits (attachments):

Audit Reports for each school, MERF and Consolidated





**MAGNOLIA EDUCATIONAL &  
RESEARCH FOUNDATION**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

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**JUNE 30, 2017**

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

**VALUE THE** *difference*

## **INDEPENDENT AUDITOR'S REPORT**

Board of Directors  
Magnolia Educational & Research Foundation and affiliates  
(A California Nonprofit Public Benefit Corporation)  
Los Angeles, 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, 2017 and 2016, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the consolidated 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.

## Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Charter School, as of June 30, 2017 and 2016, and the changes in its net assets, and its cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

### *Other Information*

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. 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 consolidated financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated 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 is fairly stated, in all material respects, in relation to the consolidated 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 December 19, 2017, on our consideration of MERF'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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MERF's 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's internal control over financial reporting and compliance.

*Varinik, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 19, 2017

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***FINANCIAL STATEMENTS***

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**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	2017	2016
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 9,834,842	\$ 9,875,931
Restricted cash	648,760	6,327,515
Accounts receivable	3,194,412	4,317,399
Prepaid expenses and other current assets	1,620,157	141,671
Total Current Assets	<u>15,298,171</u>	<u>20,662,516</u>
Non-Current Assets:		
Debt issue costs, net	358,782	371,596
Security deposits	64,690	144,150
Fixed assets	30,157,534	23,391,744
Less: accumulated depreciation	<u>(3,115,417)</u>	<u>(2,338,891)</u>
Total Non-Current Assets	<u>27,465,589</u>	<u>21,568,599</u>
Total Assets	<u>\$ 42,763,760</u>	<u>\$ 42,231,115</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 3,212,491	\$ 3,117,074
Deferred revenue	519,063	507,918
Current portion of long-term obligations	<u>3,129,116</u>	<u>190,871</u>
Total Current Liabilities	<u>6,860,670</u>	<u>3,815,863</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	<u>14,424,680</u>	<u>17,553,792</u>
Total Liabilities	<u>21,285,350</u>	<u>21,369,655</u>
<b>NET ASSETS</b>		
Unrestricted	20,413,178	19,874,309
Designated	<u>1,065,232</u>	<u>987,151</u>
Total Net Assets	<u>21,478,410</u>	<u>20,861,460</u>
Total Liabilities and Net Assets	<u>\$ 42,763,760</u>	<u>\$ 42,231,115</u>

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

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**CONSOLIDATED STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>REVENUES</b>		
State apportionments	\$ 34,483,963	\$ 28,674,688
Federal revenue	3,756,458	2,983,400
Proposition 1D Grant construction revenue	-	6,666,280
Other state revenue	6,383,153	7,631,875
Local revenue	1,400,619	1,805,798
Total Revenues	<u>46,024,193</u>	<u>47,762,041</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	28,939,908	24,182,556
Student services	2,248,614	2,028,885
Materials and supplies	839,491	1,237,521
Student nutrition	1,670,987	1,312,016
Other expenses	1,221,591	1,139,571
Subtotal	<u>34,920,591</u>	<u>29,900,549</u>
Management and general:		
Amortization	12,814	12,814
Depreciation	907,827	543,494
Management fee	326,637	642,960
Occupancy	1,809,451	1,785,885
Operating expenses	6,546,835	6,342,425
Debt service	360,088	554,340
Interest	173,344	126,635
Subtotal	<u>10,137,786</u>	<u>10,008,553</u>
Total Expenses	<u>45,058,377</u>	<u>39,909,102</u>
<b>CHANGE IN NET ASSETS BEFORE EXTRAORDINARY ITEM</b>	<u>965,816</u>	<u>7,852,939</u>
Extraordinary item - MSA Santa Clara	<u>(348,866)</u>	<u>-</u>
<b>CHANGE IN NET ASSETS</b>	<u>616,950</u>	<u>7,852,939</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>20,861,460</u>	<u>13,008,521</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 21,478,410</u>	<u>\$ 20,861,460</u>

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

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**CONSOLIDATED STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in net assets</b>	\$ 616,950	\$ 7,852,939
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	907,827	543,494
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	1,122,987	(146,488)
Prepaid expenses and other current assets	(1,478,486)	(111,817)
Security deposits	79,460	(33,589)
Increase in liabilities		
Accounts payable and accruals	95,417	547,829
Deferred revenue	11,145	62,193
Net Cash Provided by Operating Activities	<u>1,355,300</u>	<u>8,714,561</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(6,897,091)</u>	<u>(12,675,137)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Loan principal payments	(190,867)	(53,521)
Proceeds from long-term debt obligation	-	9,290,754
Restricted cash	5,678,755	(5,329,223)
Debt issue cost payments	12,814	(244,747)
Net Cash Provided by Financing Activities	<u>5,500,702</u>	<u>3,663,263</u>
<b>NET CHANGE IN CASH</b>	<u>(41,089)</u>	<u>(297,313)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>9,875,931</u>	<u>10,173,244</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 9,834,842</u>	<u>\$ 9,875,931</u>
<b>Supplemental cash flow disclosure:</b>		
Cash paid during the period for interest	<u>\$ 173,344</u>	<u>\$ 126,635</u>

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



**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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***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, 2017, MERF operated ten Magnolia Science Academy (MSA) kindergarten through grade twelve charter schools serving 3,320 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)**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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***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, 2017 and 2016, 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, 2017 and 2016, 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, 2017 and 2016, 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**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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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, 2017 and 2016, 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.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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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, 2017 and 2016, was \$907,827 and \$543,494, 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.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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**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, 2017 and 2016, the amount of restricted cash was \$648,760 and \$6,327,515, respectively. As of June 30, 2017 and 2016, there was a designated balance of \$1,065,232 and \$987,151, respectively, for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

**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, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 9,043,882	\$ 10,098,608	\$ 9,660,499	\$ 11,540,537
County pooled investment funds	790,960	N/A	215,432	N/A
Total	<u>\$ 9,834,842</u>	<u>\$ 10,098,608</u>	<u>\$ 9,875,931</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, 2017 and 2016, MERF had \$9,204,748 and \$8,386,998, respectively, in excess of FDIC insured limits in bank accounts.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

**NOTE 4 - RESTRICTED CASH**

At June 30, 2017 and 2016, cash held for restricted purposes consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Bond reserve	\$ 446,563	\$ 446,563	\$ 446,563	\$ 446,563
Facility reserve	202,197	202,197	5,880,952	5,933,661
Current Restricted Cash	<u>\$ 648,760</u>	<u>\$ 648,760</u>	<u>\$ 6,327,515</u>	<u>\$ 6,380,224</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, 2017 and 2016, MERF had \$196,563 and \$6,235,953, respectively, in excess of FDIC insured limits in bank accounts.

**NOTE 5 - INVESTMENTS (CASH EQUIVALENTS)**

**Summary of Investments**

Two MSA charter schools have investments held in county investment pools. Investments as of June 30, 2017 and 2016, are classified in the accompanying financial statements as follows:

*Magnolia Science Academy San Diego*

Investment Type	June 30, 2017		June 30, 2016	
	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
San Diego County Pooled Investment Funds	<u>\$ 14,476</u>	<u>\$ 14,427</u>	<u>\$ 68,077</u>	<u>\$ 68,100</u>

*Magnolia Science Academy Santa Ana*

Investment Type	June 30, 2017		June 30, 2016	
	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
Orange County Pooled Investment Funds	<u>\$ 776,484</u>	<u>\$ 775,242</u>	<u>\$ 147,355</u>	<u>\$ 147,718</u>

All assets have been valued using a market approach, with quoted market prices.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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**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. MERF manages exposure to interest rate risk by investing in the County Pool.

**Weighted Average Maturity**

MERF monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio.

***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.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
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**JUNE 30, 2017**

Uncategorized - Investments in the Orange and San Diego County Treasury Investment Pools are not measured using the input levels above because the charter schools' transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

The fair value measurements are as follows at June 30, 2017:

*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	Uncategorized	<u>\$ 14,427</u>	417

*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 Pooled Investment Funds	Uncategorized	<u>\$ 775,242</u>	325

**NOTE 7 - ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Local Control Funding Formula	\$ 2,018,722	\$ 2,661,849
Federal receivable	699,232	682,725
State receivable	58,203	473,020
Due From LACOE	16,815	48,105
Local receivable	21,902	111,782
Lottery	379,538	339,918
Total Accounts Receivable	<u>\$ 3,194,412</u>	<u>\$ 4,317,399</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, 2017 and 2016, respectively. The balance due from those programs accounted for 96 and 96 percent of accounts receivable at June 30, 2017 and 2016, respectively. Without these sources of revenue, MERF would have difficulty maintaining its operations.



**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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**NOTE 8 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Land	\$ 2,386,854	\$ 2,386,854
Building improvements	24,123,767	5,961,968
Leasehold improvements	374,818	384,879
Computer and equipment	2,536,238	2,618,137
Work in progress	<u>735,857</u>	<u>12,039,906</u>
Subtotal	30,157,534	23,391,744
Less: accumulated depreciation	<u>(3,115,417)</u>	<u>(2,338,891)</u>
Total Fixed Assets	<u>\$ 27,042,117</u>	<u>\$ 21,052,853</u>

During the years ended June 30, 2017 and 2016, \$907,827 and \$543,494, respectively, was charged to depreciation expense.

**NOTE 9 - ACCOUNTS PAYABLE AND ACCRUALS**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 751,947	\$ 266,645
Compensated absences	-	196,523
Vendor payables	2,324,075	1,773,573
Due to other agencies	136,469	349,552
State principal apportionment	<u>-</u>	<u>530,781</u>
Total Accounts Payable and Accruals	<u>\$ 3,212,491</u>	<u>\$ 3,117,074</u>

**NOTE 10 - DEFERRED REVENUE**

Deferred revenue at June 30, 2017, consisted of the following:

	<u>2017</u>	<u>2016</u>
State sources	\$ 446,563	\$ 507,918
Other	<u>72,500</u>	<u>-</u>
Total Deferred Revenue	<u>\$ 519,063</u>	<u>\$ 507,918</u>

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

**NOTE 11 - LONG-TERM OBLIGATIONS**

At June 30, 2017, MERF's long-term obligations summary is as follows:

	Balance			Balance	Due in
	July 1, 2016	Additions	Deductions	June 30, 2017	One Year
Bonds payable	\$ 5,950,000	\$ -	\$ 80,000	\$ 5,870,000	\$ 85,000
Loans	8,950,465	-	66,669	8,883,796	244,116
Capital leases	44,198	-	44,198	-	-
Note payable	2,800,000	-	-	2,800,000	2,800,000
Total	<u>\$ 17,744,663</u>	<u>\$ -</u>	<u>\$ 190,867</u>	<u>\$ 17,553,796</u>	<u>\$ 3,129,116</u>

At June 30, 2016, MERF's long-term obligations summary is as follows:

	Balance			Balance	Due in
	July 1, 2015	Additions	Deductions	June 30, 2016	One Year
Bonds payable	\$ 6,020,000	\$ -	\$ 70,000	\$ 5,950,000	\$ 80,000
Loans	2,400,841	6,666,290	116,666	8,950,465	66,673
Capital leases	86,589	-	42,391	44,198	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>\$ 190,871</u>

**California School Finance Authority (CSFA) School Facility Revenue Bonds**

In June 2014, 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, 2017, the principal balance outstanding was \$5,870,000.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
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**JUNE 30, 2017**

The bonds mature through 2045 as follows:

Repayment Year	Principal	Interest to Maturity	Total
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	110,000	331,038	441,038
2023-2027	645,000	1,557,969	2,202,969
2028-2032	850,000	1,339,438	2,189,438
2033-2037	1,145,000	1,040,469	2,185,469
2038-2042	1,555,000	625,156	2,180,156
2043-2045	1,185,000	114,219	1,299,219
Total	<u>\$ 5,870,000</u>	<u>\$ 6,389,709</u>	<u>\$ 12,259,709</u>

**Debt Service Coverage and Cash Days on Hand**

Under the current bonding agreement, MPM Sherman Way (the Lessee) or Magnolia Educational and Research Foundation (MERF) is required to maintain a Debt Service Coverage Ratio of 1.10 to 1.00 and Cash Days on Hand of 45 days.

The Debt Service Coverage Ratio is calculated by dividing the Combined Net Income Available for Debt Service from Magnolia Science Academy (MSA) by the Maximum Annual Debt Service for all outstanding indebtedness. As of June 30, 2017, MSA had a 4.35 Debt Service Coverage Ratio and was in compliance with the 1.10 to 1.00 required ratio and cash on hand of 45 days.

**Debt Service Coverage**

Net Income	\$ 715,565
Depreciation	907,824
Rent	484,203
Income Available for Coverage	2,107,592
Debt Service	484,203
<b>Debt Service Coverage</b>	<b>4.35</b>
Limit	1.10
Compliance	Yes

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

The Days Cash on Hand is calculated by reducing non-cash expenses from total expenses and divided by 365 days. As of June 30, 2017, MSA had 81 days cash on hand and was in compliance with the 45 days required.

**Days Cash on Hand**

Total Expenses	\$ 44,959,762
Depreciation	907,824
Cash Expenses	44,051,938
Expense/Day	120,690
Cash	9,834,842

<b>Days Cash on Hand</b>	<b>81</b>
Limit	45
Compliance	Yes

**Loans**

Summarized below are MERF's loans at June 30, 2017:

	Balance July 1, 2016	Additions	Deductions	Balance June 30, 2017	Due in One Year
MERF	\$ 16,667	\$ -	\$ 16,667	\$ -	\$ -
MSA 2	25,000	-	25,000	-	-
MSA SD	151,806	-	-	151,806	-
MSA SA (Revolving)	50,000	-	25,000	25,000	25,000
MSA SA (CCSFP)	8,706,990	-	-	8,706,990	219,116
Total	<u>\$ 8,950,463</u>	<u>\$ -</u>	<u>\$ 66,667</u>	<u>\$ 8,883,796</u>	<u>\$ 244,116</u>

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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*Magnolia Educational & Research Foundation (MERF)*

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). 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. At June 30, 2017, the balance was paid in full.

*Magnolia Science Academy 2 (MSA 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. At June 30, 2017, the loan was paid in full.

*Magnolia Science Academy Santa Ana (MSA SA)*

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, 2017, 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	<u>Payments</u>
<u>June 30,</u>	<u>\$ 25,000</u>
2018	

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 \$8,706,990 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, 2017, was \$8,706,990. The current portion due in 2017-2018 is \$219,116.

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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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*Magnolia Science Academy San Diego (MSA SD)*

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, 2017, was \$151,806.

**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, 2017, is \$44,198. At June 30, 2017, the balance was paid in full.

**Note Payable**

*Magnolia Science Academy (MSA 1)*

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	
<u>June 30,</u>	<u>Payments</u>
2018	\$ 2,875,833
Less: Amount Representing Interest	(75,833)
Total	<u>\$ 2,800,000</u>

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

**NOTE 12 - FACILITIES USES AGREEMENTS/OPERATING LEASES**

Total rental and facility expenses were \$2,428,940 for year ended June 30, 2017, 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
2018	\$ 607,656
2019	616,764
2020	621,664
2021	627,148
2022	632,368
Thereafter	5,579,526
Total	<u>\$ 8,685,126</u>

**NOTE 13 - FAIR VALUE FINANCIAL INSTRUMENTS**

The carrying amounts and estimated fair values of MERF financial instruments as of June 30, 2017 are as follows:

	June 30, 2017		June 30, 2016	
	Carrying Amount	Fair Value	Carrying Amount	Fair Value
Cash and cash equivalents	\$ 9,834,842	\$ 9,833,550	\$ 9,875,931	\$ 9,876,317
Restricted cash and cash equivalents	648,760	648,760	6,327,515	6,327,515
Revolving and CCSF loans	8,883,796	8,883,796	8,950,465	8,950,465
Notes payable	2,800,000	2,800,000	2,800,000	2,800,000
Bonds payable	5,870,000	5,870,000	5,950,000	5,950,000
Capital leases	-	-	44,198	44,198

**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).

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 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.



**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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The STRP provisions and benefits in effect at June 30, 2017, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before	On or after
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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and Magnolia Science Academy charter schools' total contributions were \$1,445,389 and \$1,322,909, 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>.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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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, 2017, are summarized as follows:

	School Employer Pool (CalPERS)	
	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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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, 2017 and 2016, respectively, are presented above and the total Charter School contributions were \$256,041 and \$169,607, respectively.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION  
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**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of Magnolia Science Academy charter schools. These payments consist of State General Fund contributions to CalSTRS in the amount of \$949,183 (8.828 percent of the Magnolia Science Academy charter schools' 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 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 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the years ended June 30, 2017 and 2016, Magnolia Science Academy Charter Schools made payments of \$392,554 and \$325,230, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, MERF had no recorded accounts receivable or accounts payable to CharterSAFE.

***NOTE 16 - CONTINGENCIES***

**Grants**

MERF 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the Office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MERF is not currently a party to any legal proceedings.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

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***NOTE 17 - EXTRAORDINARY ITEM (MSA SANTA CLARA CLOSING)***

On July 1, 2016, the Board of MERF voted to close MSA Santa Clara, and to transfer the June 30, 2016, operating deficit of \$(731,580) to MERF. MSA Santa Clara also had an additional loss during 2016-2017 in the amount of \$(36,870) for miscellaneous revenues repaid and expenses directly related to final settlement of MSA Santa Clara for a total deficit of \$(768,450).

MSA Santa Clara's remaining assets and liabilities assumed by MERF resulted in an extraordinary item during 2016-2017 for write-offs of accounts receivable and fixed assets in the amount of \$348,866.

***NOTE 18 - SUBSEQUENT EVENTS***

MERF's management has evaluated events or transactions that may occur for potential recognition or disclosure in the consolidated financial statements through December 19, 2017, 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.

*MERF, Magnolia Science Academy, Magnolia Science Academy San Diego, Magnolia Science Academy Santa Ana*

On September 6, 2017, Magnolia Property Management, Inc. received funding through California School Finance Authority Charter School Revenue Bonds in the amount of \$25,000,000 (under a loan agreement). Additional Equity Contribution of \$435,668 was provided by Magnolia Property Management, Inc. The total proceeds of the Bond/equity contribution will be used to finance/refinance the acquisition, construction, equipping and/or improvement of projects for "MSA 1 Facility", "San Diego Facility", and "Santa Ana Facility". Total allocation for each project, along with required reserves, are approximately \$9.2 million, \$10.3 million, and \$4.2 million, respectively. Additional costs of issuance and underwriter discount for the entire proceeds were approximately \$935,000.

*Magnolia Science Academy*

In September 2017, MSA used proceeds from the Charter School Revenue Bonds to pay off a loan from Luxor in the amount of approximately \$2.8 million.

*Magnolia Science Academy 4*

On November 7, 2017, Los Angeles Unified School District approved the renewal of MSA 4's charter petition beginning July 1, 2018 and ending June 30, 2023, (five-year term).

*Magnolia Science Academy 5*

On November 17, 2017, MSA 5 filed an appeal to Los Angeles County Office of Education after Los Angeles Unified School District denied the petition at the November 2017 board meeting. A board appeals hearing is scheduled for December 19, 2017, at the County Office of Education.

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***SUPPLEMENTARY INFORMATION***

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**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**CONSOLIDATED SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Pass-Through Entity Identifying Number	Program Expenditures
<b>U.S. DEPARTMENT OF EDUCATION</b>			
Passed through California Department of Education (CDE):			
Special Education:			
Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379	\$ 604,937
Title I, Part A, Basic Grants Low Income and Neglected	84.010	14329	1,504,431
Title I, Part G: Advanced Placement (AP) Test Fee Reimbursement Program	84.330B	14831	13,984
Title II, Part A, Improving Teacher Quality Local Grants	84.367	14341	28,812
Title III, English Learner Student Program	84.365	14346	64,325
Title V, Part B - Public Charter Schools Grant Program	84.282A	14941	265,075
State Charter School Facilities Incentive Grants	84.242D	[1]	390,475
Total U.S. Department of Education			<u>2,872,039</u>
<b>U.S. DEPARTMENT OF AGRICULTURE</b>			
Passed through California Department of Education (CDE):			
Child Nutrition Cluster:			
Basic School Breakfast Program	10.553	13525	108,538
Especially Needy Breakfast	10.553	13526	190,053
National School Lunch Program	10.555	13524	755,577
Meal Supplement	10.555	13396	2,457
Food Distribution	10.555	13524	42,912
Total Child Nutrition Cluster			<u>1,099,537</u>
Total U.S. Department of Agriculture			<u>1,099,537</u>
Total Federal Programs			<u>\$ 3,971,576</u>

[1] Pass-Through Entity Identifying Number not available.

See accompanying note to supplementary information.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**ORGANIZATION**

MERF operates ten schools in California under ten 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, 2017, the charter schools operated by MERF were as follows:

<b>Charter School Name</b>	<b>Charter Number</b>	<b>Sponsoring District</b>	<b>Charter Expiration</b>	<b>Grades Served</b>	<b>Number of Students Served</b>
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

See accompanying note to supplementary information.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE, *Continued***  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.



**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
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**CONSOLIDATING STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2017**

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6
<b>ASSETS</b>							
Current Assets:							
Cash and cash equivalents	\$ 52,671	\$ 1,311,426	\$ 780,732	\$ 178,629	\$ 776,350	\$ 1,000,807	\$ 754,059
Restricted cash and cash equivalents	-	-	-	-	-	-	-
Accounts receivable	463	878,726	372,689	317,618	175,940	226,139	168,102
Intra-company receivable	2,798,858	472,932	143,253	91,362	253,943	152,180	450,000
Prepaid expenses and other current assets	417,711	280,865	21,802	320,505	8,944	121,849	17,566
Total Current Assets	<u>3,269,703</u>	<u>2,943,949</u>	<u>1,318,476</u>	<u>908,114</u>	<u>1,215,177</u>	<u>1,500,975</u>	<u>1,389,727</u>
Non-Current Assets:							
Debt issue cost, net	-	-	-	-	-	-	-
Security deposits	16,000	-	-	-	-	-	-
Fixed assets	134,513	4,731,515	384,728	226,873	169,911	134,541	153,988
Less: accumulated depreciation	(116,790)	(892,019)	(236,637)	(158,991)	(116,181)	(112,184)	(102,255)
Total Non-Current Assets	<u>33,723</u>	<u>3,839,496</u>	<u>148,091</u>	<u>67,882</u>	<u>53,730</u>	<u>22,357</u>	<u>51,733</u>
Total Assets	<u>\$ 3,303,426</u>	<u>\$ 6,783,445</u>	<u>\$ 1,466,567</u>	<u>\$ 975,996</u>	<u>\$ 1,268,907</u>	<u>\$ 1,523,332</u>	<u>\$ 1,441,460</u>
<b>LIABILITIES</b>							
Current Liabilities:							
Accounts payable and accruals	\$ 443,504	\$ 361,845	\$ 553,995	\$ 230,779	\$ 210,556	\$ 113,039	\$ 156,147
Intra-company payable	3,554,200	235,325	15,486	113,256	28,192	34,736	26,392
Deferred revenue	72,500	-	-	-	-	-	-
Current portion of long-term obligations	-	2,800,000	-	-	-	-	-
Total Current Liabilities	<u>4,070,204</u>	<u>3,397,170</u>	<u>569,481</u>	<u>344,035</u>	<u>238,748</u>	<u>147,775</u>	<u>182,539</u>
Long-Term Obligations:							
Non-current portion of long-term obligations	-	-	-	-	-	-	-
Total Liabilities	<u>4,070,204</u>	<u>3,397,170</u>	<u>569,481</u>	<u>344,035</u>	<u>238,748</u>	<u>147,775</u>	<u>182,539</u>
<b>NET ASSETS</b>							
Unrestricted (deficit)	(766,778)	3,220,044	788,456	518,637	906,855	1,304,697	1,204,609
Designated	-	166,231	108,630	113,324	123,304	70,860	54,312
Total Net Assets	<u>(766,778)</u>	<u>3,386,275</u>	<u>897,086</u>	<u>631,961</u>	<u>1,030,159</u>	<u>1,375,557</u>	<u>1,258,921</u>
Total Liabilities and Net Assets	<u>\$ 3,303,426</u>	<u>\$ 6,783,445</u>	<u>\$ 1,466,567</u>	<u>\$ 975,996</u>	<u>\$ 1,268,907</u>	<u>\$ 1,523,332</u>	<u>\$ 1,441,460</u>

See accompanying note to supplementary information.

MSA-7	MSA-Bell	MSA-SD	MSA-SA	MSA-SC	LLC	Elimination	Total	Memo 2016 Total
\$ 830,140	\$ 925,839	\$ 620,061	\$ 1,480,920	\$ -	\$ 1,123,208	\$ -	\$ 9,834,842	\$ 9,875,931
-	-	106,607	95,590	-	446,563	-	648,760	6,327,515
271,398	384,871	250,662	147,804	-	-	-	3,194,412	4,317,399
-	2,073,307	11,025	15,416	-	-	(6,462,276)	-	-
135,483	20,446	246,037	28,949	-	-	-	1,620,157	141,671
<u>1,237,021</u>	<u>3,404,463</u>	<u>1,234,392</u>	<u>1,768,679</u>	<u>-</u>	<u>1,569,771</u>	<u>(6,462,276)</u>	<u>15,298,171</u>	<u>20,662,516</u>
-	-	-	-	-	358,782	-	358,782	371,596
4,000	-	25,000	19,690	-	-	-	64,690	144,150
135,974	313,302	649,284	18,333,010	-	4,789,895	-	30,157,534	23,391,744
(104,385)	(129,618)	(341,993)	(563,281)	-	(241,083)	-	(3,115,417)	(2,338,891)
<u>35,589</u>	<u>183,684</u>	<u>332,291</u>	<u>17,789,419</u>	<u>-</u>	<u>4,907,594</u>	<u>-</u>	<u>27,465,589</u>	<u>21,568,599</u>
<u>\$ 1,272,610</u>	<u>\$ 3,588,147</u>	<u>\$ 1,566,683</u>	<u>\$ 19,558,098</u>	<u>\$ -</u>	<u>\$ 6,477,365</u>	<u>\$ (6,462,276)</u>	<u>\$ 42,763,760</u>	<u>\$ 42,231,115</u>
\$ 109,231	\$ 208,560	\$ 136,429	\$ 688,406	\$ -	\$ -	\$ -	\$ 3,212,491	\$ 3,117,074
151,049	13,188	29,762	2,260,690	-	-	(6,462,276)	-	-
-	-	-	-	-	446,563	-	519,063	507,918
-	-	-	244,116	-	85,000	-	3,129,116	190,871
<u>260,280</u>	<u>221,748</u>	<u>166,191</u>	<u>3,193,212</u>	<u>-</u>	<u>531,563</u>	<u>(6,462,276)</u>	<u>6,860,670</u>	<u>3,815,863</u>
-	-	151,806	8,487,874	-	5,785,000	-	14,424,680	17,553,792
<u>260,280</u>	<u>221,748</u>	<u>317,997</u>	<u>11,681,086</u>	<u>-</u>	<u>6,316,563</u>	<u>(6,462,276)</u>	<u>21,285,350</u>	<u>21,369,655</u>
959,589	3,309,032	1,063,588	7,743,647	-	160,802	-	20,413,178	19,874,309
52,741	57,367	185,098	133,365	-	-	-	1,065,232	987,151
<u>1,012,330</u>	<u>3,366,399</u>	<u>1,248,686</u>	<u>7,877,012</u>	<u>-</u>	<u>160,802</u>	<u>-</u>	<u>21,478,410</u>	<u>20,861,460</u>
<u>\$ 1,272,610</u>	<u>\$ 3,588,147</u>	<u>\$ 1,566,683</u>	<u>\$ 19,558,098</u>	<u>\$ -</u>	<u>\$ 6,477,365</u>	<u>\$ (6,462,276)</u>	<u>\$ 42,763,760</u>	<u>\$ 42,231,115</u>

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**CONSOLIDATING STATEMENT OF ACTIVITIES**  
**JUNE 30, 2017**

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>							
<b>REVENUES</b>							
State apportionments	\$ -	\$ 5,303,302	\$ 4,239,354	\$ 4,255,160	\$ 1,828,007	\$ 1,652,001	\$ 1,552,530
Federal revenue	-	877,014	464,894	477,370	216,088	213,304	148,639
Other State revenue	-	1,303,726	688,822	813,720	331,828	231,392	303,769
Proposition 1D Grant construction revenue	-	-	-	-	-	-	-
Rent revenue	-	-	-	-	-	-	-
Local revenue	6,522,442	170,676	100,029	66,643	51,712	175,803	28,043
Total Revenues	6,522,442	7,654,718	5,493,099	5,612,893	2,427,635	2,272,500	2,032,981
<b>EXPENSES</b>							
Program services:							
Salaries and benefits	3,522,067	3,840,332	3,362,975	3,532,808	1,317,209	1,199,271	1,116,288
Student services	-	308,972	287,754	237,598	216,473	137,126	76,545
Materials and supplies	12,200	214,078	102,589	-	17,584	12,627	57,669
Student nutrition	28,445	261,320	304,100	264,096	51,818	67,687	48,940
Other expenses	107,407	171,166	116,495	114,460	40,550	95,173	40,095
Subtotal	3,670,119	4,795,868	4,173,913	4,148,962	1,643,634	1,511,884	1,339,537
<b>EXPENSES (Continued)</b>							
Management and general:							
Amortization	-	-	-	-	-	-	-
Depreciation	1,440	146,154	56,349	19,096	15,656	7,177	19,778
Insurance	790	-	-	-	-	-	-
Management fee	-	1,055,710	953,736	954,479	90,995	90,202	89,797
Occupancy	157,972	571,057	7,682	278,867	104,583	91,457	113,421
Operating expenses	2,368,307	686,864	545,218	554,952	205,098	273,738	168,792
Debt service	-	-	-	-	-	-	-
Interest	74	173,203	67	-	-	-	-
Subtotal	2,528,583	2,632,988	1,563,052	1,807,394	416,332	462,574	391,788
Total Expenses	6,198,702	7,428,856	5,736,965	5,956,356	2,059,966	1,974,458	1,731,325
<b>CHANGE IN UNRESTRICTED NET ASSETS BEFORE EXTRAORDINARY ITEM</b>							
	323,740	225,862	(243,866)	(343,463)	367,669	298,042	301,656
Extraordinary item - equity transfer	(768,450)	-	-	-	-	-	-
Extraordinary item - MSA Santa Clara	(348,866)	-	-	-	-	-	-
Total Extraordinary item	(1,117,316)	-	-	-	-	-	-
<b>CHANGE IN UNRESTRICTED NET ASSETS NET ASSETS (DEFICIT), BEGINNING OF YEAR</b>							
	26,798	3,160,413	1,140,952	975,424	662,490	1,077,515	957,265
<b>NET ASSETS (DEFICIT) , END OF YEAR</b>	<b>\$ (766,778)</b>	<b>\$ 3,386,275</b>	<b>\$ 897,086</b>	<b>\$ 631,961</b>	<b>\$ 1,030,159</b>	<b>\$ 1,375,557</b>	<b>\$ 1,258,921</b>

See accompanying note to supplementary information.

MSA-7	MSA-Bell	MSA-SD	MSA-SA	MSA-SC	LLC	Elimination	Total	Memo 2016 Total
\$ 2,586,389	\$ 4,526,038	\$ 3,033,354	\$ 5,507,828	\$ -	\$ -	\$ -	\$ 34,483,963	\$ 28,674,688
230,631	309,446	107,314	713,091	(1,333)	-	-	3,756,458	2,983,400
716,536	786,188	594,225	644,077	(31,130)	-	-	6,383,153	7,631,875
-	-	-	-	-	-	-	-	6,666,280
-	-	-	-	-	446,911	(446,911)	-	-
87,049	71,939	111,765	89,144	373	-	(6,074,999)	1,400,619	1,805,798
<u>3,620,605</u>	<u>5,693,611</u>	<u>3,846,658</u>	<u>6,954,140</u>	<u>(32,090)</u>	<u>446,911</u>	<u>(6,521,910)</u>	<u>46,024,193</u>	<u>47,762,041</u>
1,738,555	2,989,946	2,405,010	3,914,288	1,159	-	-	28,939,908	24,182,556
172,011	197,709	173,608	440,818	-	-	-	2,248,614	2,028,885
101,080	27,006	18,074	276,599	(15)	-	-	839,491	1,237,521
117,260	163,222	35,299	329,069	(269)	-	-	1,670,987	1,312,016
78,570	185,334	61,812	206,887	3,642	-	-	1,221,591	1,139,571
<u>2,207,476</u>	<u>3,563,217</u>	<u>2,693,803</u>	<u>5,167,661</u>	<u>4,517</u>	<u>-</u>	<u>-</u>	<u>34,920,591</u>	<u>29,900,549</u>
-	-	-	-	-	12,814	-	12,814	12,814
20,286	67,806	39,157	434,567	-	80,361	-	907,827	543,494
-	-	-	-	-	-	-	790	-
656,701	1,052,849	377,766	1,079,401	-	-	(6,074,999)	326,637	642,960
293,806	235,424	330,000	72,093	-	-	(446,911)	1,809,451	1,785,885
377,358	412,091	331,827	622,327	263	-	-	6,546,835	6,342,425
-	-	-	-	-	360,088	-	360,088	554,340
-	-	-	-	-	-	-	173,344	126,635
<u>1,348,151</u>	<u>1,768,170</u>	<u>1,078,750</u>	<u>2,208,388</u>	<u>263</u>	<u>453,263</u>	<u>(6,521,910)</u>	<u>10,137,786</u>	<u>10,008,553</u>
<u>3,555,627</u>	<u>5,331,387</u>	<u>3,772,553</u>	<u>7,376,049</u>	<u>4,780</u>	<u>453,263</u>	<u>(6,521,910)</u>	<u>45,058,377</u>	<u>39,909,102</u>
64,978	362,224	74,105	(421,909)	(36,870)	(6,352)	-	965,816	7,852,939
-	-	-	-	768,450	-	-	-	-
-	-	-	-	-	-	-	(348,866)	-
-	-	-	-	768,450	-	-	(348,866)	-
<u>64,978</u>	<u>362,224</u>	<u>74,105</u>	<u>(421,909)</u>	<u>731,580</u>	<u>(6,352)</u>	<u>-</u>	<u>616,950</u>	<u>7,852,939</u>
947,352	3,004,175	1,174,581	8,298,921	(731,580)	167,154	-	20,861,460	13,008,521
<u>\$ 1,012,330</u>	<u>\$ 3,366,399</u>	<u>\$ 1,248,686</u>	<u>\$ 7,877,012</u>	<u>\$ -</u>	<u>\$ 160,802</u>	<u>\$ -</u>	<u>\$ 21,478,410</u>	<u>\$ 20,861,460</u>

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**FOUNDNTATION ONLY COMPARATIVE STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	2017	2016
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 52,671	\$ 82,468
Accounts receivable	463	98,615
Intra-company receivable	2,798,858	2,555,550
Prepaid expenses and other current assets	417,711	40,728
Total Current Assets	<u>3,269,703</u>	<u>2,777,361</u>
Non-Current Assets:		
Security deposits	16,000	17,525
Fixed assets	134,513	134,513
Less: accumulated depreciation	(116,790)	(115,350)
Total Non-Current Assets	<u>33,723</u>	<u>36,688</u>
Total Assets	<u>\$ 3,303,426</u>	<u>\$ 2,814,049</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 443,504	\$ 582,797
Intra-company payable	3,554,200	2,187,787
Deferred revenue	72,500	-
Current portion of long-term obligation	-	16,667
Total Liabilities	<u>4,070,204</u>	<u>2,787,251</u>
<b>NET ASSETS</b>		
Unrestricted	<u>(766,778)</u>	<u>26,798</u>
Total Liabilities and Net Assets	<u>\$ 3,303,426</u>	<u>\$ 2,814,049</u>

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**FOUNDATION ONLY COMPARATIVE STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>REVENUES</b>		
Local revenue	\$ 6,522,442	\$ 5,853,081
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	3,522,067	3,063,199
Materials and supplies	12,200	17,167
Student nutrition	28,445	34,328
Other expenses	107,407	90,373
Subtotal	<u>3,670,119</u>	<u>3,205,067</u>
Management and general:		
Depreciation	1,440	7,666
Insurance	790	-
Occupancy	157,972	194,984
Operating expenses	2,368,307	2,453,803
Interest	74	406
Subtotal	<u>2,528,583</u>	<u>2,656,859</u>
Total Expenses	<u>6,198,702</u>	<u>5,861,926</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>		
<b>BEFORE EXTRAORDINARY ITEM</b>	<u>323,740</u>	<u>(8,845)</u>
Extraordinary item - equity transfer	(768,450)	-
Extraordinary item - MSA Santa Clara	(348,866)	-
Total extraordinary items	<u>(1,117,316)</u>	<u>-</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	(793,576)	(8,845)
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>26,798</u>	<u>35,643</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ (766,778)</u>	<u>\$ 26,798</u>

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**FOUNDATION ONLY COMPARATIVE STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in Unrestricted Net Assets</b>	\$ (793,576)	\$ (8,845)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	1,440	7,666
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	98,152	(98,615)
Intra-company receivable	(243,308)	(1,462,284)
Prepaid expenses and other current assets	(376,983)	(40,728)
Security deposits	1,525	(16,000)
Increase (Decrease) in liabilities		
Accounts payable and accruals	(139,293)	382,449
Intra-company payable	1,366,413	1,289,893
Deferred revenue	72,500	(88,785)
Net Cash Provided by (Used in) Operating Activities	<u>(13,130)</u>	<u>(35,249)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Loan principal payments	<u>(16,667)</u>	<u>(49,999)</u>
<b>NET CHANGE IN CASH</b>	<u>(29,797)</u>	<u>(101,915)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>82,468</u>	<u>184,383</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 52,671</u>	<u>\$ 82,468</u>
<b>Supplemental cash flow disclosure:</b>		
Cash paid during the period for interest	<u>\$ 74</u>	<u>\$ 406</u>

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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**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.

The following schedule provides reconciliation between revenues reported on the Statement of Activities and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts consist primarily of Title I and II, Part A, and Charter School Facilities Grant Program funds that in the previous period were recorded as revenues but were unspent. These unspent balances have been expended in the current period. In addition, Basic Local Assistance Entitlement, Part B, Title III, Limited English Proficient and National School Lunch Program funds have been recorded in the current period as revenues that have not been expended as of June 30, 2017. These unspent balances are reported within the unrestricted ending balance.

Description	<u>CFDA Number</u>	<u>Amount</u>
Total Federal Revenues From the Statement of Activities and Changes in Fund Balance:		\$ 3,756,458
Basic Local Assistance Entitlement, Part B, Section 611	84.027	(25,849)
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	224,936
Title II, Part A, Improving Teacher Quality	84.367	14,742
Title III, English Learner Student Program	84.365	(1,394)
Title V, Part B, Public Charter Schools Grant	84.282A	3,720
Charter Schools Facility Grant Program	84.242D	632
National School Lunch Program	10.555	(1,669)
Total Schedule of Expenditures of Federal Awards		<u>\$ 3,971,576</u>

**Local Education Agency Organization Structure**

This schedule provides information about the charter schools operated, members of the governing board, and members of the administration.



**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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**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.

**Foundation Only Comparative Statements**

The accompanying foundation only comparative financial statements report the individual program of MERF and are presented on the accrual basis of accounting.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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)  
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 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, 2017, which comprise the consolidated statement of financial position as of June 30, 2017, and the related consolidated statements of activities and cash flows for the fiscal year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated December 19, 2017.

**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.

## 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*.

## 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.

*Vannink, Tinn, Day & Co., LLP*

Rancho Cucamonga, California  
December 19, 2017



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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)  
Los Angeles, 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, 2017. 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.

### ***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, 2017.

### **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.

*Varrink, Tein, Day & Co., LLP*

Rancho Cucamonga, California  
December 19, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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>10.553, 10.555</u>	<u>Child Nutrition Cluster</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>



**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

**VALUE THE** *difference*

Governing Board  
Magnolia Educational & Research Foundation  
(A California Nonprofit Public Benefit Corporation)  
Los Angeles, California

In planning and performing our audit of the financial statements of Magnolia Educational & Research Foundation (MERF) for the year ended June 30, 2017, 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 year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*  
Rancho Cucamonga, California  
December 19, 2017



**MAGNOLIA SCIENCE ACADEMY**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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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, 2017 and 2016, and the related statements of activities and cash flows for the years 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 *2016-2017 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'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'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, as of June 30, 2017 and 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.

### ***Other Matters***

#### ***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the 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 is fairly stated, in all material respects, in relation to the 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA's 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.

*Varrink, Tein, Day & Co., LLP*

Rancho Cucamonga, California

December 15, 2017



**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	2017	2016
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 1,311,426	\$ 1,403,525
Accounts receivable	878,726	853,258
Intra-company receivable	472,932	332,908
Prepaid expenses and other current assets	280,865	14,351
Total Current Assets	<u>2,943,949</u>	<u>2,604,042</u>
Non-Current Assets:		
Security deposits	-	39,035
Fixed assets	4,731,515	4,458,685
Less: accumulated depreciation	(892,019)	(745,865)
Total Non-Current Assets	<u>3,839,496</u>	<u>3,751,855</u>
Total Assets	<u>\$ 6,783,445</u>	<u>\$ 6,355,897</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 361,845	\$ 208,364
Intra-company payable	235,325	187,120
Current portion of long-term obligation	2,800,000	-
Total Current Liabilities	<u>3,397,170</u>	<u>395,484</u>
Long-Term Obligation		
Non-current portion of long-term obligations	-	2,800,000
Total Liabilities	<u>3,397,170</u>	<u>3,195,484</u>
<b>NET ASSETS</b>		
Unrestricted	3,220,044	3,039,501
Designated	166,231	120,912
Total Net Assets	<u>3,386,275</u>	<u>3,160,413</u>
Total Liabilities and Net Assets	<u>\$ 6,783,445</u>	<u>\$ 6,355,897</u>

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

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 5,303,302	\$ 4,902,054
Federal revenue	877,014	673,666
Other State revenue	1,303,726	1,778,747
Local revenue	170,676	137,854
Total Revenues	<u>7,654,718</u>	<u>7,492,321</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	3,840,332	3,359,332
Student services	308,972	243,193
Materials and supplies	214,078	171,245
Student nutrition	261,320	270,203
Other expenses	171,166	133,304
Subtotal	<u>4,795,868</u>	<u>4,177,277</u>
Management and general:		
Depreciation	146,154	162,543
Management fee	1,055,710	915,722
Occupancy	571,057	620,993
Operating expenses	686,864	556,505
Interest	173,203	126,086
Subtotal	<u>2,632,988</u>	<u>2,381,849</u>
Total Expenses	<u>7,428,856</u>	<u>6,559,126</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<u>225,862</u>	<u>933,195</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>3,160,413</u>	<u>2,227,218</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 3,386,275</u>	<u>\$ 3,160,413</u>

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

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ 225,862	\$ 933,195
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation expense	146,154	162,543
Changes in operating assets and liabilities:		
Increase in assets		
Accounts receivable	(25,468)	(413,239)
Intra-company receivable	(140,024)	(332,908)
Prepaid expenses and other current assets	(266,514)	(14,351)
Cash received for security deposits - net	39,035	-
(Decrease) in liabilities		
Accounts payable and accruals	153,481	143,451
Intra-company payable	48,205	187,120
Net Cash Provided by Operating Activities	<u>180,731</u>	<u>665,811</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(272,830)</u>	<u>(3,800,000)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Loan Proceeds	<u>-</u>	<u>2,800,000</u>
<b>NET CHANGE IN CASH</b>	<u>(92,099)</u>	<u>(334,189)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>1,403,525</u>	<u>1,737,714</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 1,311,426</u>	<u>\$ 1,403,525</u>
<b>Supplemental cash flow disclosure:</b>		
Cash paid during the period for interest	<u>\$ 173,203</u>	<u>\$ 126,086</u>

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

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 1 - ORGANIZATION AND MISSION***

**Magnolia Science Academy**

Charter school number authorized by the State: 0438

Magnolia Science Academy (MSA) is a charter school located in Reseda, California that provides sixth through twelfth grade education to approximately 525 students. MSA 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. MSA is economically dependent on Federal and State funding.

**Magnolia Educational and Research Foundation**

MSA is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA's Charter School Management Organization (CMO) that manages MSA's nonacademic operation such as financial, general administration, and human resource management. MSA'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** - MSA 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 MSA. Additional information is presented in Note 15 to the financial statements.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA 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. MSA had no temporarily or permanently restricted net assets, as of June 30, 2017 and 2016, respectively. In addition, MSA 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. MSA 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 2016-2017, MSA did not receive any donor-restricted contributions.

**Income Taxes**

MSA is operated by MERF 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 2013 and forward may be audited by regulatory agencies; however, MSA is not aware of any such actions at this time.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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MSA 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, MSA 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, 2017 and 2016, 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. MSA 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, 2017 and 2016, was \$146,154 and \$162,543, respectively.

**Deferred Revenue**

Deferred revenue arises when resources are received by MSA prior to the incurrence of qualifying expenditures. In subsequent periods, when the obligation in which the resources were received are met, or when MSA 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA' 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 MSA consist of the following:

**Unrestricted** - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA 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, 2017 and 2016, MSA has \$166,231 and \$120,912, respectively, designated balance for California Clean Energy Jobs Act and Educator Effectiveness and College Readiness.

**Intra-company Receivable/Payable**

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA and reimbursement for those resources.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 3 - CASH**

Cash at June 30, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 1,311,426	\$ 1,412,747	\$ 1,403,525	\$ 1,405,726

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). MSA maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA had a balance of \$1,376,354 and \$1,381,366, respectively, in excess of FDIC insured limits. Management believes MSA is not exposed to any significant risk related to cash.

**NOTE 4 - ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	2017	2016
State principal apportionment	\$ 347,155	\$ 447,806
Due from other agencies	3,284	9,520
Federal receivable	360,441	204,868
State receivable	112,034	135,242
Lottery	46,655	55,822
Local receivable	9,157	-
Total Accounts Receivable	\$ 878,726	\$ 853,258

**NOTE 5 - INTRA-COMPANY RECEIVABLE**

The June 30, 2017, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA 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, 2017 and 2016, MSA had an intra-company receivable balance of \$472,939 and \$332,908, respectively, from the Foundation.



**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS**

Prepaid expenses at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	\$ 280,865	\$ 53,386

**NOTE 7 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Building	\$ 2,800,000	\$ 2,800,000
Software and equipment	283,867	283,867
Land	1,000,000	1,000,000
Building improvements	<u>647,648</u>	<u>374,818</u>
Subtotal	4,731,515	4,458,685
Less: accumulated depreciation	<u>(892,019)</u>	<u>(745,865)</u>
Total Fixed Assets	<u>\$ 3,839,496</u>	<u>\$ 3,712,820</u>

During the year ended June 30, 2017 and 2016, \$146,154 and \$162,543, respectively, was charged to depreciation expense.

**NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 77,720	\$ 26,793
Compensated absences	-	26,405
Vendor payables	275,408	155,166
Due to other agencies	<u>8,717</u>	<u>-</u>
Total Accounts Payable	<u>\$ 361,845</u>	<u>\$ 208,364</u>

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 9 - INTRA-COMPANY PAYABLE**

The June 30, 2017, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA 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, 2017 and 2016, MSA had an intra-company payable balance of \$235,325 and \$181,120, respectively, from the Foundation.

**NOTE 10 - LONG-TERM OBLIGATIONS**

**Debt Service Coverage and Cash Days on Hand**

Under the current bonding agreement, the Lessee or Magnolia Educational and Research Foundation (MERF) is required to maintain a Debt Service Coverage Ratio of 1.10 to 1.00 and Cash Days on Hand of 45 days.

The Debt Service Coverage Ratio is calculated by dividing the Combined Net Income Available for Debt Service from Magnolia Science Academy (MSA) by the Maximum Annual Debt Service for all outstanding indebtedness. As of June 30, 2017, MSA had a 1.77 Debt Service Coverage Ratio and was in compliance with the 1.10 to 1.00 required ratio.

Debt Service Coverage	
Net Income	\$ 225,864
Depreciation	146,154
Rent	484,203
Income Available for Coverage	856,221
Debt Service	484,203
<b>Debt Service Coverage</b>	<b>1.77</b>
Limit	1.10
Compliance	Yes

**MAGNOLIA SCIENCE ACADEMY**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

The Days Cash on Hand is calculated by reducing non-cash expenses from total expenses and divided by 365 days. As of June 30, 2017, MSA had 66 days cash on hand and was in compliance with the 45 days required.

Days Cash on Hand

Total Expenses	\$ 7,428,859
Depreciation	146,154
Cash Expenses	7,282,705
Expense/Day	19,952.62
Cash	1,311,426

<b>Days Cash on Hand</b>	<b>66</b>
Limit	45
Compliance	Yes

**NOTE 11 - NOTES PAYABLE**

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 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	<u>Payments</u>
June 30,	
2018	\$ 2,875,833
Less: Amount Representing Interest	(75,833)
Total	<u>\$ 2,800,000</u>

**NOTE 12 - 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. MSA also leases its gymnasium under an operating lease until November 30, 2016, with monthly payment of \$12,126. Lease payments during 2016-2017 were \$446,916.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The future minimum lease commitments are as follows:

<u>Fiscal Year</u>	<u>Facility Lease Payment</u>
2018	\$ 445,956
2019	449,664
2020	449,064
2021	448,548
2022	447,768
Thereafter	<u>5,421,526</u>
Total	<u>\$ 7,662,526</u>

***NOTE 13 - RELATED PARTY TRANSACTIONS***

MSA is part of the Foundation. MSA pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal years ended June 30, 2017 and 2016, were \$1,055,710 and \$915,722, respectively.

***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).

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 MSA chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA has no plans to withdraw from this multi-employer plan.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The details of each plan are as follows:

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

MSA 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA 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.

MSA 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The STRP provisions and benefits in effect at June 30, 2017, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before	On or after
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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and MSA's total contributions were \$308,556 and \$219,771, 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. MSA 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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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, 2017, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after 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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA 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, 2017 and 2016, are presented above and the total Charter School contributions were \$39,924 and \$19,742, respectively.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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 \$147,059 (8.828 percent of MSA'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 15 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA 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 MSA and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 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 MSA are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA made payments of \$33,177 and \$53,087, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, MSA had no recorded accounts receivable or accounts payable to CharterSAFE.

***NOTE 16 - CONTINGENCIES***

**Grants**

MSA 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the Office of Inspector General will not be moving forward on this matter at this time". 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.



**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 17 - SUBSEQUENT EVENTS***

MSA's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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.

On September 6, 2017, Magnolia Property Management, Inc. received funding through California School Finance Authority Charter School Revenue Bonds in the amount of \$25,000,000 (under a loan agreement). Additional Equity Contribution of \$435,668 was provided by Magnolia Property Management, Inc. The total proceeds of the Bond/equity contribution will be used to finance/refinance the acquisition, construction, equipping and/or improvement of projects for "MSA Facility" Total allocation for the project, along with required reserves, is approximately \$9.2 million. Additional costs of issuance and underwriter discount for the entire proceeds were approximately \$935,000.

In September 2017, MSA used proceeds from the Charter School Revenue Bonds to pay off the loan from Luxor Properties, Inc. and Michael William Spivak in the amount of approximately \$2.8 million.

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***SUPPLEMENTARY INFORMATION***

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**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**JUNE 30, 2017**

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Pass-Through Entity Identifying Number	Program Expenditures
<b>U.S. DEPARTMENT OF EDUCATION</b>			
Passed through California Department of Education (CDE):			
Special Education:			
Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379	\$ 100,515
Title I, Part A, Basic Grants Low Income and Neglected	84.010	14329	235,740
Title I, Part G: Advanced Placement (AP) Test Fee Reimbursement Program	84.330B	14831	5,130
Title II, Part A, Improving Teacher Quality Local Grants	84.367	14341	67,381
Title III, Limited English Proficient (LEP) Student Program	84.365	14346	385
State Charter School Facilities Incentive Grants	84.242D	[1]	238,310
Total U.S. Department of Education			<u>647,461</u>
<b>U.S. DEPARTMENT OF AGRICULTURE</b>			
Passed through California Department of Education (CDE):			
Child Nutrition Cluster:			
Especially Needy Breakfast	10.553	13526	82,693
National School Lunch Program	10.555	13524	154,567
Food Distribution	10.555	13524	6,906
Total Child Nutrition Cluster			<u>244,166</u>
Total U.S. Department of Agriculture			<u>244,166</u>
Total Federal Programs			<u>\$ 891,627</u>

[1] Pass-Through Identifying Number not available.

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy (Charter Number 0438) was granted on July 1, 2002, by the Los Angeles Unified School District. MSA operates one school, grades four through twelve.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkhanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	84.41	84.07
Seventh and eighth	158.09	157.69
Ninth through twelfth	277.87	277.49
Total Regular ADA	<u>520.37</u>	<u>519.25</u>
Classroom based ADA		
Sixth	84.41	84.07
Seventh and eighth	158.09	157.69
Ninth through twelfth	277.87	277.49
Total Classroom based ADA	<u>520.37</u>	<u>519.25</u>

MSA did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87 Minutes Requirement	2016-17 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		64,890	180	N/A	Complied
Grade 7		64,890	180	N/A	Complied
Grade 8		64,890	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		64,890	180	N/A	Complied
Grade 10		64,890	180	N/A	Complied
Grade 11		64,890	180	N/A	Complied
Grade 12		64,890	180	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

**NET ASSETS**

Balance, June 30, 2017, Unaudited Actuals	\$ 3,767,180
Increase (Decrease) in:	
Accounts Receivable	(436,765)
Intra-company receivable	472,932
Prepaid expenses and other current assets	(218,490)
Fixed assets	111,864
Accumulated depreciation	(374,818)
(Increase) Decrease in:	
Accounts payable and accruals	(12,082)
Intra-company payable	76,454
Balance, June 30, 2017, Audited Financial Statement	<u>\$ 3,386,275</u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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**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 MSA 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. MSA has 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.

The following schedule provides reconciliation between revenues reported on the Statement of Activities and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts consist primarily of Title I and II, Part A, and Charter School Facilities Grant Program funds that in the previous period were recorded as revenues but were unspent. These unspent balances have been expended in the current period. In addition, Basic Local Assistance Entitlement, Part B, Title III, Limited English Proficient and National School Lunch Program funds have been recorded in the current period as revenues that have not been expended as of June 30, 2017. These unspent balances are reported within the unrestricted ending balance.

Description	CFDA Number	Amount
Total Federal Revenues From the Statement of Activities:		\$ 877,014
Basic Local Assistance Entitlement, Part B, Section 611	84.027	(7,727)
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	23,049
Title II, Part A, Improving Teacher Quality	84.367	1,133
Title III, Limited English Proficiency (LEP) Student Program	84.365	(805)
Charter Schools Facility Grant Program	84.242D	632
National School Lunch Program	10.555	(1,669)
Total Schedule of Expenditures of Federal Awards		<u>\$ 891,627</u>

**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 MSA. 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.



**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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**Schedule of Instructional Time**

This schedule presents information on the amount of instructional time offered by MSA and whether MSA 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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 Magnolia Science Academy (MSA) as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise MSA's basic financial statements, and have issued our report thereon dated December 15, 2017.

**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.

## 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*.

## 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.

Varrinck, Tinn, Day & Co., LLP

Rancho Cucamonga, California  
December 15, 2017



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR  
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL  
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Governing Board of Directors  
Magnolia Science Academy  
(A California Nonprofit Public Benefit Corporation)  
Reseda, California

**Report on Compliance for Each Major Federal Program**

We have audited Magnolia Science Academy's (MSA) (A California Nonprofit Public Benefit Corporation) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of MSA major Federal programs for the year ended June 30, 2017. MSA'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 MSA'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 MSA'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 MSA's compliance.

### ***Opinion on Each Major Federal Program***

In our opinion, MSA 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, 2017.

### **Report on Internal Control Over Compliance**

Management of MSA 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 MSA'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 MSA'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 a 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.

*Varrinck, Tim, Day & Co., LLP*  
Rancho Cucamonga, California  
December 15, 2017



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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## **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 (MSA) compliance with the types of compliance requirements as identified in the *2016-2017 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's State government programs as noted below for the year ended June 30, 2017.

### ***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'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 *2016-2017 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'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's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA 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, 2017.

**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
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
<b>CHARTER SCHOOLS</b>	
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 does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

MSA does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA 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.

*Vannink, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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>
Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance	<u>No</u>

Identification of major Federal programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>10.553, 10.555</u>	<u>Child Nutrition Cluster</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</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)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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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 (MSA), for the year ended June 30, 2017, 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 MSA for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017





## **MAGNOLIA SCIENCE ACADEMY 2**

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### **ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

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**JUNE 30, 2017**

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Certified Public Accountants

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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, 2017 and 2016, and the related statements of activities and cash flows for the years 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 *2016-2017 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 2'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 2'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, 2017 and 2016, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Other Matters***

#### ***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents is presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA's 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.

*Vannink, Tein, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***FINANCIAL STATEMENTS***

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**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 780,732	\$ 974,391
Accounts receivable	372,689	433,591
Intra-company receivable	143,253	126,413
Prepaid expenses and other current assets	21,802	10,859
Total Current Assets	<u>1,318,476</u>	<u>1,545,254</u>
Non-Current Assets:		
Fixed assets	384,728	374,363
Less: accumulated depreciation	(236,637)	(190,348)
Total Non-Current Assets	<u>148,091</u>	<u>184,015</u>
Total Assets	<u>\$ 1,466,567</u>	<u>\$ 1,729,269</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 553,995	\$ 245,448
Intra-company payable	15,486	317,863
Current portion of long-term obligations	-	25,006
Total Liabilities	<u>569,481</u>	<u>588,317</u>
<b>NET ASSETS</b>		
Unrestricted	788,456	1,047,403
Designated	108,630	93,549
Total Net Assets	<u>897,086</u>	<u>1,140,952</u>
Total Liabilities and Net Assets	<u>\$ 1,466,567</u>	<u>\$ 1,729,269</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**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 4,239,354	\$ 4,104,344
Federal revenue	464,894	242,928
Other State revenue	688,822	734,177
Local revenue	100,029	121,543
Total Revenues	<u>5,493,099</u>	<u>5,202,992</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	3,362,975	2,633,051
Student services	287,754	235,108
Materials and supplies	102,589	277,624
Student nutrition	304,100	53,394
Other expenses	116,495	137,503
Management and general:		
Depreciation	56,349	50,973
Management fee	953,736	1,145,791
Occupancy	7,682	11,179
Operating expenses	545,218	511,533
Interest	67	143
Subtotal	<u>1,563,052</u>	<u>1,719,619</u>
Total Expenses	<u>5,736,965</u>	<u>5,056,299</u>
<b>CHANGE IN NET ASSETS</b>	<u>(243,866)</u>	<u>146,693</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>1,140,952</u>	<u>994,259</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 897,086</u>	<u>\$ 1,140,952</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, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Increase in unrestricted net assets</b>	\$ (243,866)	\$ 146,693
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	46,289	50,972
Changes in operating assets and liabilities:		
Decrease in assets		
Accounts receivable	60,902	(71,170)
Intra-company receivable	(16,840)	(23,347)
Prepaid expenses and other current assets	(10,943)	(10,859)
Increase in liabilities		
Accounts payable and accruals	308,547	193,942
Intra-company payable	(302,377)	317,863
Net Cash Provided by Operating Activities	<u>(158,288)</u>	<u>604,094</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(10,365)</u>	<u>(175,778)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Loan principal payments	<u>(25,006)</u>	<u>(24,994)</u>
<b>NET CHANGE IN CASH</b>	(193,659)	403,322
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>974,391</u>	<u>571,069</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 780,732</u>	<u>\$ 974,391</u>
<b>Supplemental cash flow disclosure:</b>		
Cash paid during the period for interest	<u>\$ 67</u>	<u>\$ 143</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, 2017**

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***NOTE 1 - ORGANIZATION AND MISSION***

**Magnolia Science Academy 2**

Charter school number authorized by the State: 0906

Magnolia Science Academy 2 (MSA 2) is a charter school located in Van Nuys, California that provides sixth through twelfth grade education to approximately 475 students. MSA 2 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. MSA 2 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**

MSA 2 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 2's Charter School Management Organization (CMO) that manages MSA 2's nonacademic operation such as financial, general administration, and human resource management. MSA 2'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** - MSA 2 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 MSA 2. Additional information is presented in Note 15 to the financial statements.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA 2 are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA 2 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. MSA 2 had no temporarily or permanently restricted net assets as of June 30, 2017 and 2016, respectively. In addition, MSA 2 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, 2017**

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**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. MSA 2 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 2016-2017, MSA 2 did not receive any donor-restricted contributions.

**Income Taxes**

MSA 2 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 2013 and forward may be audited by regulatory agencies; however, MSA 2 is not aware of any such actions at this time.

MSA 2 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, MSA 2 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, 2017**

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**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, 2017 and 2016, 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. MSA 2 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, 2017 and 2016, was \$56,349 and \$50,973, respectively.

**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA 2'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, 2017**

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**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 MSA 2.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA 2 does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA 2 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, 2017 and 2016, MSA 2 has a \$108,630 and \$108,630, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness and College Readiness funds.

**Intra-company Receivable/Payable**

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 2 and reimbursement for those resources.

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 780,732	\$ 855,379	\$ 974,391	\$ 1,026,585

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA 2 maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA 2 has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA 2 had \$833,344 and \$1,008,795, respectively, in excess of insured limits.

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 4 - ACCOUNTS RECEIVABLE***

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
State principal apportionment	\$ 269,667	\$ 363,526
Federal receivable	61,679	1,445
Due from other agencies	2,904	8,091
State receivable	1,784	9,986
Lottery	36,655	50,543
Total Accounts Receivable	<u>\$ 372,689</u>	<u>\$ 433,591</u>

***NOTE 5 - INTRA-COMPANY RECEIVABLE***

The June 30, 2017, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 2 and reimbursement for those resources from MSA 2 to the Foundation, and cash transfers for cash flow purposes. MSA 2 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, 2017 and 2016, MSA 2 had an intra-company receivable balance of \$143,253 and \$126,413, respectively, from the Foundation.

***NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS***

Prepaid expenses at June 30, 2017, consisted of the following:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposit, insurance, and miscellaneous vendors	<u>\$ 21,802</u>	<u>\$ 10,859</u>

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 7 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Software and equipment	\$ 394,789	\$ 374,363
Less: accumulated depreciation	<u>(246,698)</u>	<u>(190,348)</u>
Total Fixed Assets	<u>\$ 148,091</u>	<u>\$ 184,015</u>

During the year ended June 30, 2017 and 2016, \$56,349 and \$50,973, respectively, was charged to depreciation expense.

**NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 101,673	\$ 24,328
Compensated absences	-	18,781
Vendor payables	444,523	198,750
Due to other agencies	<u>7,799</u>	<u>3,589</u>
	<u>\$ 553,995</u>	<u>\$ 245,448</u>

**NOTE 9 - INTRA-COMPANY PAYABLE**

The June 30, 2017, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 2 and reimbursement for those resources from MSA 2 to the Foundation, and cash transfers for cash flow purposes. MSA 2 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, 2017 and 2016, MSA 2 had an intra-company payable balance of \$15,486 and \$317,86, respectively, from the Foundation.

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 10 - REVOLVING LOAN***

MSA 2 applied for, and was accepted into, the California School Finance Authority Charter School Revolving Loan Program. MSA 2 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. At June 30, 2017, the loan was paid in full.

***NOTE 11 - FACILITIES USE AGREEMENT***

Magnolia Science Academy 2 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating MSA 2 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, 2017 and 2016, was \$130,000 and \$129,991, respectively.

***NOTE 12 - RELATED PARTY TRANSACTIONS***

MSA 2 is part of the Foundation. MSA 2 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, 2017 and 2016, were \$953,736 and \$1,145,791, 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 MSA 2 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 2 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, 2017**

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The details of each plan are as follows:

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

MSA 2 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA 2 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.

MSA 2 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, 2017**

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The STRP provisions and benefits in effect at June 30, 2017, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before	On or after
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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and MSA 2's total contributions were \$250,437 and \$175,219, 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. MSA 2 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, 2017**

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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, 2017, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after 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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA 2 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, 2017 and 2016, are presented above and the total Charter School contributions were \$47,070 and \$22,484, respectively.

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of MSA 2. These payments consist of State General Fund contributions to CalSTRS in the amount of \$146,363 (8.828 percent of MSA 2'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***

**Grants**

MSA 2 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the Office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MSA 2 is not currently a party to any legal proceedings.

***NOTE 15 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA 2 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 MSA 2 and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 2 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 MSA 2 are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA 2 made payments of \$146,363 and \$41,633, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, respectively, MSA 2 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, 2017**

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***NOTE 16 - SUBSEQUENT EVENTS***

MSA 2's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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***

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**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy 2 (Charter Number 0906) was granted on July 1, 2002, by the Los Angeles Unified School District. MSA 2 operates one school, grades six through twelve.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkhanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	87.00	87.11
Seventh and eighth	183.09	182.77
Ninth through twelfth	164.75	164.02
Total Regular ADA	<u>434.84</u>	<u>433.90</u>
Classroom based ADA		
Sixth	87.00	87.11
Seventh and eighth	183.09	182.77
Ninth through twelfth	164.75	164.02
Total Classroom based ADA	<u>434.84</u>	<u>433.90</u>

MSA 2 did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87	2016-17	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		64,968	180	N/A	Complied
Grade 7		64,968	180	N/A	Complied
Grade 8		64,968	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		64,968	180	N/A	Complied
Grade 10		64,968	180	N/A	Complied
Grade 11		64,968	180	N/A	Complied
Grade 12		64,968	180	N/A	Complied

See accompanying note to supplementary information.



**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Balance, June 30, 2017, Unaudited Actuals	\$ 908,955
Increase (Decrease) in:	
Intra-company receivable	143,253
Prepaid expenses and other current assets	(143,253)
(Increase) Decrease in:	
Accounts payable and accruals	<u>(11,869)</u>
Balance, June 30, 2017, Audited Financial Statements	<u><u>\$ 897,086</u></u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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***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 MSA 2. 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 MSA 2 and whether MSA 2 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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) which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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 MSA 2'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 MSA 2'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 2's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Vannink, Tinn, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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## **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 *2016-2017 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, 2017.

#### ***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 2'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 *2016-2017 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 2'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 2's compliance with those requirements.

#### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA 2 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, 2017.

**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 2's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
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
<b>CHARTER SCHOOLS</b>	
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 2 did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

MSA 2 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 2 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA 2 was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA 2 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 2 did not receive funding for MSA 2 Facility Grant Program; therefore, we did not perform any related procedures.

*Varrink, Tim, Day & Co., LLP*

Rancho Cucamonga, California

December 15, 2017



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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 2**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

VALUE THE *difference*

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 June 30, 2017, 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 MSA 2 for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



**MAGNOLIA SCIENCE ACADEMY 3**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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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, 2017 and 2016, and the related statements of activities and changes in net assets, and cash flows for the years 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 *2016-2017 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 3'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 3'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 3, as of June 30, 2017 and 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.

### ***Other Matters***

#### ***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 2's 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.

*Varrink, Tinn, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***FINANCIAL STATEMENTS***

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**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 178,629	\$ 363,932
Accounts receivable	317,618	534,302
Intra-company receivable	91,362	348,184
Prepaid expenses and other current assets	<u>320,505</u>	<u>10,967</u>
Total Current Assets	<u>908,114</u>	<u>1,257,385</u>
Non-Current Assets:		
Fixed assets	226,873	221,439
Less: accumulated depreciation	<u>(158,991)</u>	<u>(139,895)</u>
Total Non-Current Assets	<u>67,882</u>	<u>81,544</u>
Total Assets	<u>\$ 975,996</u>	<u>\$ 1,338,929</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 230,779	\$ 243,954
Intra-company payable	<u>113,256</u>	<u>119,551</u>
Total Current Liabilities	<u>344,035</u>	<u>363,505</u>
<b>NET ASSETS</b>		
Unrestricted	518,637	872,589
Designated	<u>113,324</u>	<u>102,835</u>
Total Net Assets	<u>631,961</u>	<u>975,424</u>
Total Liabilities and Net Assets	<u>\$ 975,996</u>	<u>\$ 1,338,929</u>

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

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 4,255,160	\$ 4,024,495
Federal revenue	477,370	449,664
Other State revenue	813,720	979,204
Local revenue	66,643	96,494
Total Revenues	<u>5,612,893</u>	<u>5,549,857</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	3,532,808	2,983,579
Student services	237,598	422,937
Materials and supplies	-	3,053
Student nutrition	264,096	346,028
Other expenses	114,460	126,013
Subtotal	<u>4,148,962</u>	<u>3,881,610</u>
Management and general:		
Depreciation	19,096	11,665
Management fee	954,479	873,103
Occupancy	278,867	225,343
Operating expenses	554,952	379,541
Subtotal	<u>1,807,394</u>	<u>1,489,652</u>
Total Expenses	<u>5,956,356</u>	<u>5,371,262</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<u>(343,463)</u>	<u>178,595</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>975,424</u>	<u>796,829</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 631,961</u>	<u>\$ 975,424</u>

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

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ (343,463)	\$ 178,595
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	19,096	11,665
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	216,684	(173,310)
Intra-company receivable	256,822	(40,848)
Prepaid expenses and other current assets	(309,538)	(10,967)
Increase (Decrease) in liabilities		
Accounts payable and accruals	(13,175)	180,352
Deferred revenue	(6,295)	119,551
Net Cash Provided by (Used in) Operating Activities	<u>(179,869)</u>	<u>265,038</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(5,434)</u>	<u>(84,791)</u>
<b>NET CHANGE IN CASH</b>	<u>(185,303)</u>	<u>180,247</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>363,932</u>	<u>183,685</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 178,629</u>	<u>\$ 363,932</u>
<b>Supplemental cash flow disclosure:</b>		
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 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 1 - ORGANIZATION AND MISSION***

**Magnolia Science Academy 3**

Charter school number authorized by the State: 0917

Magnolia Science Academy 3 (MSA 3) is a charter school located in Carson, California that provides sixth through twelfth grade education to approximately 445 students. MSA 3 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. MSA 3 is economically dependent on Federal and State funding.

**Magnolia Educational and Research Foundation**

MSA 3 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 3's Charter School Management Organization (CMO) that manages MSA 3's nonacademic operation such as financial, general administration, and human resource management. MSA 3'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** - MSA 3 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 MSA 3. Additional information is presented in Note 14 to the financial statements.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA 3 are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA 3 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. MSA 3 had no temporarily or permanently restricted net assets as of June 30, 2017 and 2016, respectively. In addition, MSA 3 is required to present a statement of cash flows.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA 3 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 2016-2017, MSA 3 did not receive any donor-restricted contributions.

**Income Taxes**

MSA 3 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 2013 and forward may be audited by regulatory agencies; however, MSA 3 is not aware of any such actions at this time.

MSA 3 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, MSA 3 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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, 2017 and 2016, 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. MSA 3 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, 2017 and 2016, was \$19,096 and \$11,665, respectively.

**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA 3'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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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 MSA 3.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA 3 does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA 3 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, 2017 and 2016, MSA 3 has \$113,324 and \$102, 324, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 178,629	\$ 314,392	\$ 363,932	\$ 427,918

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA 3 maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA 3 has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA 3 had \$306,293 and \$420,502, respectively, in excess of insured limits.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 4 - ACCOUNTS RECEIVABLE***

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
State principal apportionment	\$ 196,092	\$ 356,981
Due from other agencies	2,777	7,988
Federal receivable	68,793	90,365
State receivable	11,779	31,662
Lottery	37,723	46,853
Local receivable	454	453
Total Accounts Receivable	<u>\$ 317,618</u>	<u>\$ 534,302</u>

***NOTE 5 - INTRA-COMPANY RECEIVABLE***

The June 30, 2017, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 3 and reimbursement for those resources from MSA 3 to the Foundation, and cash transfers for cash flow purposes. MSA 3 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, 2017 and 2016, MSA 3 had an intercompany receivable balance of \$91,362 and \$348,184, respectively, from the Foundation.

***NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS***

Prepaid expenses at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposit, insurance, and miscellaneous vendors	<u>\$ 320,505</u>	<u>\$ 10,967</u>

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 7 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Software and equipment	\$ 226,873	\$ 221,439
Less: accumulated depreciation	(158,991)	(139,895)
Total Fixed Assets	<u>\$ 67,882</u>	<u>\$ 81,544</u>

During the year ended June 30, 2017 and 2016, \$19,096 and \$11,665, respectively, was charged to depreciation expense.

**NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 72,003	\$ -
Compensated absences	-	15,094
Vendor payables	154,433	202,106
Due to other agencies	4,343	26,754
Total Accounts Payable	<u>\$ 230,779</u>	<u>\$ 243,954</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 MSA 3 and reimbursement for those resources from MSA 3 to the Foundation, and cash transfers for cash flow purposes. MSA 3 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, 2017 and 2016, MSA 3 had an intra-company payable balance of \$113,256 and \$119,551, 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 MSA 3 education programs and related Charter School's activities. The terms of this agreement are renewed annually and include rental fees that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2017 and 2016, was \$222,266 and \$223,111, respectively.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 11 - RELATED PARTY TRANSACTIONS***

MSA 3 is part of the Foundation. MSA 3 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, 2017 and 2016, was \$954,479 and \$873,103, 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 MSA 3 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 3 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**

MSA 3 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA 3 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 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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.

MSA 3 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, 2017, 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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and MSA 3's total contributions were \$260,531 and \$154,884, respectively.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA 3 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.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The CalPERS provisions and benefits in effect at June 30, 2017, are summarized as follows:

	School Employer Pool (CalPERS)	
	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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA 3 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, 2017 and 2016, are presented above and the total Charter School contributions were \$45,938 and \$23,315, respectively.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of MSA 3. These payments consist of State General Fund contributions to CalSTRS in the amount of \$129,665 (8.828 percent of MSA 3'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 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 13 - CONTINGENCIES***

**Grants**

MSA 3 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MSA 3 is not currently a party to any legal proceedings.

***NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA 3 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 MSA 3 and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 3 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 MSA 3 are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA 3 made payments of \$22,812 and \$42,038, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, respectively, MSA 3 had no recorded accounts receivable or accounts payable to CharterSAFE.

***NOTE 15 - SUBSEQUENT EVENTS***

MSA 3's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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***

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**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**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. MSA 3 operates one school, grades six through twelve.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkhanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	83.41	82.47
Seventh and eighth	181.40	179.38
Ninth through twelfth	168.60	167.21
Total Regular ADA	<u>433.41</u>	<u>429.06</u>
Classroom based ADA		
Sixth	83.41	82.47
Seventh and eighth	181.40	179.38
Ninth through twelfth	168.60	167.21
Total Classroom based ADA	<u>433.41</u>	<u>429.06</u>

MSA 3 did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87	2016-17	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		65,461	180	N/A	Complied
Grade 7		65,461	180	N/A	Complied
Grade 8		65,461	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		65,461	180	N/A	Complied
Grade 10		65,461	180	N/A	Complied
Grade 11		65,461	180	N/A	Complied
Grade 12		65,461	180	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Balance, June 30, 2017, Unaudited Actuals	\$ 622,159
Increase (Decrease) in:	
Intra-company receivable	91,362
Prepaid expenses and other current assets	(67,906)
(Increase) Decrease in:	
Accounts payable and accruals	<u>(13,654)</u>
Balance, June 30, 2017, Audited Financial Statement	<u><u>\$ 631,961</u></u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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***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 MSA 3. 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 MSA 3 and whether MSA 3 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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 MSA 3'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 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*.

### 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 3'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 3's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vannink, Tim, Day & Co., LLP

Rancho Cucamonga, California  
December 15, 2017



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## **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 *2016-2017 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 3's State government programs as noted below for the year ended June 30, 2017.

### ***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 3'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 *2016-2017 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 3'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 3's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA 3 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, 2017.

**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 3's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
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
<b>CHARTER SCHOOLS</b>	
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 3 does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

MSA 3 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA 3 was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA 3 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 3 did not receive funding for MSA 3 Facility Grant Program; therefore, we did not perform any related procedures.

*Vannink, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.



**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 3**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



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Certified Public Accountants

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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, 2017, 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 MSA 3 for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



**MAGNOLIA SCIENCE ACADEMY 4**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

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**JUNE 30, 2017**

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Certified Public Accountants

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## 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, 2017 and 2017, and the related statements of activities and cash flows for the years 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 *2016-2017 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 4'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 4'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 4, as of June 30, 2017 and 2016, and the respective changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 4's 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.

*Vannink, Tein, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***FINANCIAL STATEMENTS***

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**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 776,350	\$ 494,503
Accounts receivable	175,940	198,718
Intra-company receivable	253,943	203,328
Prepaid expenses and other current assets	8,944	5,624
Total Current Assets	<u>1,215,177</u>	<u>902,173</u>
Non-Current Assets:		
Fixed assets	169,911	164,670
Less: accumulated depreciation	(116,181)	(100,526)
Total Non-Current Assets	<u>53,730</u>	<u>64,144</u>
Total Assets	<u>\$ 1,268,907</u>	<u>\$ 966,317</u>
<b>LIABILITIES</b>		
Current Liabilities		
Accounts payable and accruals	\$ 210,556	\$ 141,922
Intra-company payable	28,192	161,905
Total Current Liabilities	<u>238,748</u>	<u>303,827</u>
<b>NET ASSETS</b>		
Unrestricted	906,855	590,259
Designated	123,304	72,231
Total Net Assets	<u>1,030,159</u>	<u>662,490</u>
Total Liabilities and Net Assets	<u>\$ 1,268,907</u>	<u>\$ 966,317</u>

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

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 1,828,007	\$ 1,634,775
Federal revenue	216,088	227,541
Other State revenue	331,828	328,641
Local revenue	51,712	89,919
Total Revenues	<u>2,427,635</u>	<u>2,280,876</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	1,317,209	1,099,403
Student services	216,473	159,500
Materials and supplies	17,584	111,372
Student nutrition	51,818	47,129
Other expenses	40,550	29,526
Subtotal	<u>1,643,634</u>	<u>1,446,930</u>
Management and general:		
Depreciation	15,656	9,366
Management fee	90,995	342,757
Occupancy	104,583	145,840
Operating expenses	205,098	140,313
Subtotal	<u>416,332</u>	<u>638,276</u>
Total Expenses	<u>2,059,966</u>	<u>2,085,206</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<u>367,669</u>	<u>195,670</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>662,490</u>	<u>466,820</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 1,030,159</u>	<u>\$ 662,490</u>

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

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ 367,669	\$ 195,670
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	15,655	9,366
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	22,778	(56,288)
Intra-company receivable	(50,615)	(178,506)
Prepaid expenses and other current assets	(3,320)	(5,624)
Increase in liabilities		
Accounts payable and accruals	68,634	62,539
Intra-company payable	(133,713)	161,905
Net Cash Provided by Operating Activities	<u>287,088</u>	<u>189,062</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(5,241)</u>	<u>(47,177)</u>
<b>NET CHANGE IN CASH</b>	<u>281,847</u>	<u>141,885</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>494,503</u>	<u>352,618</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 776,350</u>	<u>\$ 494,503</u>
<b>Supplemental cash flow disclosure:</b>		
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 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 1 - ORGANIZATION AND MISSION**

**Magnolia Science Academy 4**

Charter school number authorized by the State: 0986

Magnolia Science Academy 4 (MSA 4) is a charter school located in Los Angeles, California that provides sixth through twelfth grade education to approximately 180 students. MSA 4 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. MSA 4 is economically dependent on Federal and State funding.

**Magnolia Educational and Research Foundation**

MSA 4 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 4's Charter School Management Organization (CMO) that manages MSA 4's nonacademic operation such as financial, general administration, and human resource management. MSA 4'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** - MSA 4 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 MSA 4. Additional information is presented in Note 14 to the financial statements.

**NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The significant policies followed by MSA 4 are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA 4 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. MSA 4 had no temporarily or permanently restricted net assets as of June 30, 2017 and 2016, respectively. In addition, MSA 4 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. MSA 4 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 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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 2016-2017, MSA 4 did not receive any donor-restricted contributions.

**Income Taxes**

MSA 4 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 2013 and forward may be audited by regulatory agencies; however, MSA 4 is not aware of any such actions at this time.

MSA 4 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, MSA 4 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, 2017 and 2016, 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. MSA 4 has reported prepaid items either when purchased or during the benefiting period.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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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, 2017 and 2016, was \$15,656 and \$9,366, respectively.

**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA 4'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 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 MSA 4.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA 4 does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA 4 does not have permanently restricted net assets.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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, 2017 and 2016, MSA 4 has a \$123,304 and \$72,231, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

**Intra-company Receivable/Payable**

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 4 and reimbursement for those resources.

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 776,350	\$ 801,382	\$ 494,503	\$ 517,562

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA 4 maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA 4 has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA 4 had \$780,738 and \$508,593, respectively, in excess of insured limits.

**NOTE 4 - ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	2017	2016
State principal apportionment	\$ 124,430	\$ 134,990
Due from other agencies	1,124	3,990
Federal receivable	32,350	10,308
State receivable	351	33,180
Lottery	17,685	16,250
Total Accounts Receivable	\$ 175,940	\$ 198,718

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***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 MSA 4 and reimbursement for those resources from MSA 4 to the Foundation, and cash transfers for cash flow purposes. MSA 4 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, 2017 and 2016, MSA 4 had an intra-company receivable balance of \$253,943 and \$203,328, respectively, from the Foundation.

***NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS***

Prepaid expenses at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposit, insurance, and miscellaneous vendors	<u>\$ 8,944</u>	<u>\$ 5,624</u>

***NOTE 7 - FIXED ASSETS***

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Software and equipment	\$ 169,911	\$ 164,670
Less: accumulated depreciation	<u>(116,181)</u>	<u>(100,526)</u>
Total Fixed Assets	<u>\$ 53,730</u>	<u>\$ 64,144</u>

During the year ended June 30, 2017 and 2016, \$15,656 and \$9,366, respectively, was charged to depreciation expense.



**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	2017	2016
Salaries and benefits	\$ 23,904	\$ 11,840
Compensated absences	-	6,462
Vendor payables	183,640	31,967
Due to other agencies	3,012	91,653
Total Accounts Payable	<u>\$ 210,556</u>	<u>\$ 141,922</u>

**NOTE 9 - INTRA-COMPANY PAYABLE**

The June 30, 2017, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 4 and reimbursement for those resources from MSA 4 to the Foundation, and cash transfers for cash flow purposes. MSA 4 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, 2017 and 2016, MSA 4 had an intra-company payable balance of \$28,192 and \$161,905, respectively, 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 MSA 4 education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2017 and 2016, was \$145,840 and \$103,831, respectively.

**NOTE 11 - RELATED PARTY TRANSACTIONS**

MSA 4 is part of the Foundation. MSA 4 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, 2017 and 2016, was \$90,995 and \$342,757, respectively.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***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 MSA 4 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 4 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**

MSA 4 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA 4 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.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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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.

MSA 4 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, 2017, 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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and MSA 4's total contributions were \$106,566 and \$74,878, respectively.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA 4 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.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The CalPERS provisions and benefits in effect at June 30, 2017, are summarized as follows:

	School Employer Pool (CalPERS)	
	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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA 4 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, 2017 and 2016, are presented above and the total Charter School contributions were \$6,308 and \$4,237, respectively.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of MSA 4. These payments consist of State General Fund contributions to CalSTRS in the amount of \$63,537 (8.828 percent of MSA 4'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.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 13 - CONTINGENCIES***

**Grants**

MSA 4 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MSA 4 is not currently a party to any legal proceedings.

***NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA 4 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 MSA 4 and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 4 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 MSA 4 are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA 4 made payments of \$11,054 and \$21,531, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, respectively, MSA 4 had no recorded accounts receivable or accounts payable to CharterSAFE.

***NOTE 15 - SUBSEQUENT EVENTS***

MSA 4's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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 November 7, 2017, Los Angeles Unified School District approved the renewal of MSA 4's charter petition beginning July 1, 2018 and ending June 30, 2023, (five-year term).

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***SUPPLEMENTARY INFORMATION***

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**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy (Charter Number 0986) was granted on May 8, 2008, by the Los Angeles Unified School District. MSA 4 operates one school, grades six through twelve.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkhanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.



**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	15.59	15.38
Seventh and eighth	52.50	52.30
Ninth through twelfth	118.63	119.77
Total Regular ADA	<u>186.72</u>	<u>187.45</u>
Classroom based ADA		
Sixth	15.59	15.38
Seventh and eighth	52.50	52.30
Ninth through twelfth	118.63	119.77
Total Classroom based ADA	<u>186.72</u>	<u>187.45</u>

MSA 4 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)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87	2016-17	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		65,447	180	N/A	Complied
Grade 7		65,447	180	N/A	Complied
Grade 8		65,447	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		65,447	180	N/A	Complied
Grade 10		65,447	180	N/A	Complied
Grade 11		65,447	180	N/A	Complied
Grade 12		65,447	180	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Balance, June 30, 2017, Unaudited Actuals	\$ 1,035,518
Increase (Decrease) in:	
Accounts receivable	502
Intra-company receivable	253,943
Prepaid expenses and other current assets	(253,943)
(Increase) Decrease in:	
Intra-company payable	<u>(5,861)</u>
Balance, June 30, 2017, Audited Financial Statement	<u>\$ 1,030,159</u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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***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 MSA 4. 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 MSA 4 and whether MSA 4 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
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**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), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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.

## 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*.

### 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.

Vannink, Tim, Day & Co., LLP

Rancho Cucamonga, California  
December 15, 2017



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## **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 (MSA 4) compliance with the types of compliance requirements as identified in the *2016-2017 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 4's State government programs as noted below for the year ended June 30, 2017.

### ***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 4'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 *2016-2017 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 4'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 4's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA 4 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, 2017.



**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 4's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
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
<b>CHARTER SCHOOLS</b>	
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 4 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 4 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA 4 was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA 4 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 4 did not receive funding for MSA 4 Facility Grant Program; therefore, we did not perform any related procedures.

*Varinck, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 4**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



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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, 2017, 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 report for MSA 4 for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017





**MAGNOLIA SCIENCE ACADEMY 5**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

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**JUNE 30, 2017**

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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, 2017 and 2016, and the related statements of activities and cash flows for the years 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 *2016-2017 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 5'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 5'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 5, as of June 30, 2017 and 2016, and the respective changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 5's 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.

*Vannink, Tin, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***FINANCIAL STATEMENTS***

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**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 1,000,807	\$ 728,184
Accounts receivable	226,139	277,438
Intra-company receivable	152,180	206,150
Prepaid expenses and other current assets	121,849	1,232
Total Current Assets	<u>1,500,975</u>	<u>1,213,004</u>
Non-Current Assets:		
Fixed assets	134,541	111,918
Less: accumulated depreciation	(112,184)	(105,008)
Total Non-Current Assets	<u>22,357</u>	<u>6,910</u>
Total Assets	<u>\$ 1,523,332</u>	<u>\$ 1,219,914</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 113,039	\$ 128,016
Intra-company payable	34,736	14,383
Total Current Liabilities	<u>147,775</u>	<u>142,399</u>
<b>NET ASSETS</b>		
Unrestricted	1,304,697	1,024,299
Designated	70,860	53,216
Total Net Assets	<u>1,375,557</u>	<u>1,077,515</u>
Total Liabilities and Net Assets	<u>\$ 1,523,332</u>	<u>\$ 1,219,914</u>

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

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 1,652,001	\$ 1,245,541
Federal revenue	213,304	218,990
Other State revenue	231,392	270,288
Local revenue	<u>175,803</u>	<u>14,618</u>
Total Revenues	<u>2,272,500</u>	<u>1,749,437</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	1,199,271	885,733
Student services	137,126	162,880
Materials and supplies	12,627	16,125
Student nutrition	67,687	51,935
Other expenses	<u>95,173</u>	<u>28,553</u>
Subtotal	<u>1,511,884</u>	<u>1,145,226</u>
Management and general:		
Depreciation	7,177	13,602
Management fee	90,202	142,214
Occupancy	91,457	100,264
Operating expenses	<u>273,738</u>	<u>125,888</u>
Subtotal	<u>462,574</u>	<u>381,968</u>
Total Expenses	<u>1,974,458</u>	<u>1,527,194</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<u>298,042</u>	<u>222,243</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>1,077,515</u>	<u>855,272</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 1,375,557</u>	<u>\$ 1,077,515</u>

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

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ 298,042	\$ 222,243
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	7,176	13,602
Changes in operating assets and liabilities:		
Decrease in assets		
Accounts receivable	51,299	(211,354)
Intra-company receivable	53,970	(25,458)
Prepaid expenses and other current assets	(120,617)	(1,232)
Increase in liabilities		
Accounts payable and accruals	(14,977)	(209,625)
Intra-company payable	20,353	14,383
Net Cash Provided by (Used in) Operating Activities	<u>295,246</u>	<u>(197,441)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(22,623)</u>	<u>-</u>
<b>NET CHANGE IN CASH</b>	<u>272,623</u>	<u>(197,441)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>728,184</u>	<u>925,625</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 1,000,807</u>	<u>\$ 728,184</u>
<b>Supplemental cash flow disclosure:</b>		
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 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 1 - ORGANIZATION AND MISSION***

**Magnolia Science Academy 5**

Charter school number authorized by the State: 0987

Magnolia Science Academy 5 (MSA 5), formerly located in Hollywood, now located in Reseda, California provides sixth through ninth grade education to approximately 150 students. MSA 5 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. MSA 5 is economically dependent on Federal and State funding.

**Magnolia Educational and Research Foundation**

MSA 5 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 5's Charter School Management Organization (CMO) that manages MSA 5's nonacademic operation such as financial, general administration, and human resource management. MSA 5'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** - MSA 5 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 MSA 5. Additional information is presented in Note 13 to the financial statements.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA 5 are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA 5 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. MSA 5 had no temporarily or permanently restricted net assets as of June 30, 2017 and 2016, respectively. In addition, MSA 5 is required to present a statement of cash flows.

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA 5 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 2016-2017, MSA 5 did not receive any donor-restricted contributions.

**Income Taxes**

MSA 5 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 2013 and forward may be audited by regulatory agencies; however, MSA 5 is not aware of any such actions at this time.

MSA 5 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, MSA 5 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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, 2017 and 2016, 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. MSA 5 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, 2017 and 2016, was \$7,177 and \$13,602.

**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA 5'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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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 MSA 5.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA 5 does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA 5 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, 2017, MSA 5 has a \$70,860 designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

**Intra-company Receivable/Payable**

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 5 and reimbursement for those resources.

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in bank	\$ 1,000,807	\$ 1,030,293	\$ 728,184	\$ 751,356

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). MSA 5 maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA 5 has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA 5 had a balance of \$1,003,752 and \$738,335, respectively, in excess of FDIC insured limits. Management believes MSA 5 is not exposed to any significant risk related to cash.

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 4 - ACCOUNTS RECEIVABLE***

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
State principal apportionment	\$ 110,951	\$ 158,778
Due from other agencies	906	1,900
Federal receivable	74,915	75,657
State receivable	20,480	22,155
Lottery	<u>18,887</u>	<u>18,948</u>
Total Accounts Receivable	<u>\$ 226,139</u>	<u>\$ 277,438</u>

***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 MSA 5 and reimbursement for those resources from MSA 5 to the Foundation, and cash transfers for cash flow purposes. MSA 5 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, 2017 and 2016, MSA 5 had an intra-company receivable balance of \$152,180 and \$206,150, respectively, from the Foundation.

***NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS***

Prepaid expenses at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>\$ 121,849</u>	<u>\$ 1,232</u>

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 7 - FIXED ASSETS**

Property and equipment consisted of the following at June 30, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
Software and equipment	\$ 134,541	\$ 111,918
Less: accumulated depreciation	<u>(112,184)</u>	<u>(105,008)</u>
Total Fixed Assets	<u>\$ 22,357</u>	<u>\$ 6,910</u>

During the year ended June 30, 2017 and 2016, \$7,177 and \$13,602, respectively, was charged to depreciation expense.

**NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 45,410	\$ 5,570
Compensated absences	-	5,688
Vendor payables	41,793	87,648
Due to other agencies	<u>25,836</u>	<u>29,110</u>
Total Accounts Payable	<u>\$ 113,039</u>	<u>\$ 128,016</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 MSA 5 and reimbursement for those resources from MSA 5 to the Foundation, and cash transfers for cash flow purposes. MSA 5 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, 2017 and 2016, MSA 5 had an intra-company payable balance of \$34,736 and \$14,383, respectively, 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 MSA 5 education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2017 and 2016, was \$100,168 and \$83,452, respectively.

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 11 - RELATED PARTY TRANSACTIONS***

MSA 5 is part of the Foundation. MSA 5 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, 2017 and 2016, were \$90,202 and \$142,214, 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 MSA 5 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 5 has no plans to withdraw from these multi-employer plan.

The details of each plan are as follows:

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

MSA 5 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA 5 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 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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.

MSA 5 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, 2017, 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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and MSA 5's total contributions were \$98,875 and \$57,348, respectively.



**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA 5 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.

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The CalPERS provisions and benefits in effect at June 30, 2017, are summarized as follows:

	School Employer Pool (CalPERS)	
	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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA 5 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, 2017 and 2016, are presented above and the total Charter School contributions were \$11,081 and \$8,358, respectively.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of MSA 5. These payments consist of State General Fund contributions to CalSTRS in the amount of \$35,357 (8.828 percent of MSA 5'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 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 13 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA 5 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 MSA 5 and the CharterSAFE is such that the CharterSAFE is not considered a component unit of MSA 5 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 MSA 5 are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA 5 made payments of \$14,538 and \$12,586, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, respectively, MSA 5 had no recorded accounts receivable or accounts payable to the CharterSAFE.

***NOTE 14 - CONTINGENCIES***

**Grants**

MSA 5 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MSA 5 is not currently a party to any legal proceedings.

***NOTE 15 - SUBSEQUENT EVENTS***

MSA 5's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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 November 17, 2017, MSA 5 filed an appeal to Los Angeles County Office of Education after Los Angeles Unified School District denied the petition at the November 2017 board meeting. A board appeals hearing is scheduled for December 19, 2017, at the County Office of Education.

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***SUPPLEMENTARY INFORMATION***

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**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy (Charter Number 0987) was granted on May 8, 2008, by the Los Angeles Unified School District. MSA 5 has been approved for grades six through eight and operated one school, grades six through nine.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkhanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	46.61	47.13
Seventh and eighth	115.60	115.08
Ninth	14.07	13.59
Total Regular ADA	<u>176.28</u>	<u>175.80</u>
Classroom based ADA		
Sixth	46.61	47.13
Seventh and eighth	115.60	115.08
Ninth	14.07	13.59
Total Classroom based ADA	<u>176.28</u>	<u>175.80</u>

MSA 5 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)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87	2016-17	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		65,784	180	N/A	Complied
Grade 7		65,784	180	N/A	Complied
Grade 8		65,784	180	N/A	Complied
Grade 9	64,800	65,784	180	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Balance, June 30, 2017, Unaudited Actuals	\$ 1,381,318
Increase (Decrease) in:	
Intra-company receivable	152,180
Prepaid expenses and other current assets	(152,180)
(Increase) in:	
Accounts payable and accruals	103
Intra-company payable	<u>(5,864)</u>
Balance, June 30, 2017, Audited Financial Statement	<u>\$ 1,375,557</u>

See accompanying note to supplementary information.



**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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***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 MSA 5. 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 MSA 5 and whether MSA 5 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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 (MSA 5) which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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 MSA 5'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 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 MSA 5'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 5's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Varrink, Tim, Day & Co., LLP

Rancho Cucamonga, California  
December 15, 2016



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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## **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 (MSA 5) compliance with the types of compliance requirements as identified in the *2016-2017 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 5's State government programs as noted below for the year ended June 30, 2017.

### ***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 5'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 *2016-2017 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 5'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 5's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA 5 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, 2017.

**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 5's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
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
<b>CHARTER SCHOOLS</b>	
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 5 does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

MSA 5 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA 5 was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA 5 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 5 did not receive funding for MSA 5 Facility Grant Program; therefore, we did not perform any related procedures.

*Vannink, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 5**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

**VALUE THE** *difference*

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, 2017, 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 MSA 5 for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



## **MAGNOLIA SCIENCE ACADEMY 6**

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### **ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

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**JUNE 30, 2017**

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Certified Public Accountants

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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, 2017 and 2016, and the related statements of activities and changes in net assets, and cash flows for the years 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 *2016-2017 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 6'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 6'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 6, as of June 30, 2017 and 2016, and the respective changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 6's 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.

*Vannink, Tim, Day & Co., LLP*

Rancho Cucamonga, California

December 15, 2017

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***FINANCIAL STATEMENTS***

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**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 754,059	\$ 535,854
Accounts receivable	168,102	297,410
Intra-company receivable	450,000	300,000
Prepaid expenses and other current assets	17,566	3,835
Total Current Assets	<u>1,389,727</u>	<u>1,137,099</u>
Non-Current Assets:		
Fixed assets	153,988	148,877
Less: accumulated depreciation	(102,255)	(82,477)
Total Non-Current Assets	<u>51,733</u>	<u>66,400</u>
Total Assets	<u>\$ 1,441,460</u>	<u>\$ 1,203,499</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 156,147	\$ 136,224
Intra-company payable	26,392	110,010
Total Current Liabilities	<u>182,539</u>	<u>246,234</u>
<b>NET ASSETS</b>		
Unrestricted	1,204,609	892,957
Designated	54,312	64,308
Total Net Assets	<u>1,258,921</u>	<u>957,265</u>
Total Liabilities and Net Assets	<u>\$ 1,441,460</u>	<u>\$ 1,203,499</u>

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

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 1,552,530	\$ 1,415,790
Federal revenue	148,639	137,157
Other State revenue	303,769	375,861
Local revenue	28,043	38,359
Total Revenues	<u>2,032,981</u>	<u>1,967,167</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	1,116,288	843,832
Student services	76,545	74,310
Materials and supplies	57,669	55,947
Student nutrition	48,940	51,330
Other expenses	40,095	57,410
Subtotal	<u>1,339,537</u>	<u>1,082,829</u>
Management and general:		
Depreciation	19,778	19,778
Management fee	89,797	167,776
Occupancy	113,421	109,407
Operating expenses	168,792	116,497
Subtotal	<u>391,788</u>	<u>413,458</u>
Total Expenses	<u>1,731,325</u>	<u>1,496,287</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<u>301,656</u>	<u>470,880</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>957,265</u>	<u>486,385</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 1,258,921</u>	<u>\$ 957,265</u>

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

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ 301,656	\$ 482,708
Adjustments to reconcile change in net assets to net cash provided by (used) operating activities:		
Depreciation expense	19,778	19,778
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	129,308	(67,740)
Intra-company receivable	(150,000)	(300,000)
Prepaid expenses and other current assets	(13,731)	4,165
(Decrease) in liabilities		
Accounts payable and accruals	19,923	(252,497)
Intra-company payable	(83,618)	(71,167)
Net Cash Provided (Used) by Operating Activities	<u>223,316</u>	<u>(184,753)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(5,111)</u>	<u>(86,178)</u>
<b>NET CHANGE IN CASH</b>	<u>218,205</u>	<u>(270,931)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>535,854</u>	<u>806,785</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 754,059</u>	<u>\$ 535,854</u>
<b>Supplemental cash flow disclosure:</b>		
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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***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**

MSA 6 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 6's Charter School Management Organization (CMO) that manages MSA 6's nonacademic operation such as financial, general administration, and human resource management. MSA 6'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** - MSA 6 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 MSA 6. Additional information is presented in Note 14 to the financial statements.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA 6 are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA 6 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. MSA 6 had no temporarily or permanently restricted net assets as of June 30, 2017 and 2016, respectively. In addition, MSA 6 is required to present a statement of cash flows.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA 6 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 2016-2017, MSA 6 did not receive any donor-restricted contributions.

**Income Taxes**

MSA 6 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 2013 and forward may be audited by regulatory agencies; however, MSA 6 is not aware of any such actions at this time.

MSA 6 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, MSA 6 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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, 2017 and 2016, 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. MSA 6 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, 2017 and 2016, was \$19,778 and \$19,778, respectively.

**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA 6'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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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 MSA 6.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA 6 does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA 6 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, 2017 and 2016, MSA 6 has \$54,312 and \$64,308, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

**Intra-company Receivable/Payable**

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 6 and reimbursement for those resources.

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017 and 2016, consisted of the following:

	<u>June 30, 2017</u>		<u>June 30, 2016</u>	
	<u>Reported Amount</u>	<u>Bank Balance</u>	<u>Reported Amount</u>	<u>Bank Balance</u>
Deposits				
Cash on hand and in bank	<u>\$ 754,059</u>	<u>\$ 776,573</u>	<u>\$ 535,854</u>	<u>\$ 542,341</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA 6 maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA 6 has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA 6 had \$756,568 and \$532,943, respectively, in excess of insured limits.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 4 - ACCOUNTS RECEIVABLE***

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
State principal apportionment	\$ 99,113	\$ 178,016
Due from other agencies	1,055	2,914
Federal receivable	15,246	34,888
State receivable	25,242	51,017
Lottery	15,618	18,747
Local receivable	<u>11,828</u>	<u>11,828</u>
Total Accounts Receivable	<u>\$ 168,102</u>	<u>\$ 297,410</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 MSA 6 and reimbursement for those resources from MSA 6 to the Foundation, and cash transfers for cash flow purposes. MSA 6 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, 2017 and 2016, MSA 6 had an intra-company receivable balance of \$450,000 and \$300,000, respectively, from the Foundation.

***NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS***

Prepaid expenses at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>\$ 17,566</u>	<u>\$ 3,835</u>

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 7 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Software and equipment	\$ 153,988	\$ 148,877
Less: accumulated depreciation	<u>(102,255)</u>	<u>(82,477)</u>
Total Fixed Assets	<u>\$ 51,733</u>	<u>\$ 66,400</u>

During the year ended June 30, 2017 and 2016, \$19,778 and \$19,778, respectively, was charged to depreciation expense.

**NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 40,242	\$ 9,282
Compensated absences	-	6,688
Vendor payables	115,905	52,144
State principal apportionment	<u>-</u>	<u>68,110</u>
Total Accounts Payable	<u>\$ 156,147</u>	<u>\$ 136,224</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 MSA 6 and reimbursement for those resources from MSA 6 to the Foundation, and cash transfers for cash flow purposes. MSA 6 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, 2017 and 2016, MSA 6 had an intra-company payable balance of \$26,392 and \$110,010, respectively, from the Foundation.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***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 MSA 6 educational programs and related Charter School activities. Lease payments during 2017 and 2016, were \$113,500 and \$109,257, respectively.

***NOTE 11 - RELATED PARTY TRANSACTIONS***

MSA 6 is part of the Foundation. MSA 6 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, 2017 and 2016, was \$167,776 and \$65,483, 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 MSA 6 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 6 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**

MSA 6 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA 6 did not contribute more than five percent of the total contributions to the plan.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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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.

MSA 6 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, 2017, are summarized as follows:

	STRP Defined Benefit Program	
	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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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, 2017 and 2016, are presented above and MSA 6's total contributions were \$86,706 and \$58,420, 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. MSA 6 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.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The CalPERS provisions and benefits in effect at June 30, 2017, 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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA 6 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, 2017 and 2016, are presented above and the total Charter School contributions were \$12,899 and \$5,116, respectively.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of MSA 6. These payments consist of State General Fund contributions to CalSTRS in the amount of \$40,139 (8.828 percent of MSA 6'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 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 13 - CONTINGENCIES***

**Grants**

MSA 6 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MSA 6 is not currently a party to any legal proceedings.

***NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA 6 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 MSA 6 and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 6 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 MSA 6 are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA 6 made payments of \$9,835 and \$14,337, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, respectively, MSA 6 had no recorded accounts receivable or accounts payable to CharterSAFE.

***NOTE 15 - SUBSEQUENT EVENTS***

MSA 6's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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***

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**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy 6 (Charter Number 0988) was granted on May 8, 2008, by the Los Angeles Unified School District. MSA 6 operates one school, grades six through eight.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	59.47	59.26
Seventh and eighth	111.72	111.67
Total Regular ADA	<u>171.19</u>	<u>170.93</u>
Classroom based ADA		
Sixth	59.47	59.26
Seventh and eighth	111.72	111.67
Total Classroom based ADA	<u>171.19</u>	<u>170.93</u>

MSA 6 did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87	2016-17	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		61,164	180	N/A	Complied
Grade 7		61,164	180	N/A	Complied
Grade 8		61,164	180	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

**NET ASSETS**

Balance, June 30, 2017, Unaudited Actuals	\$ 1,252,953
Increase (Decrease) in:	
Accounts receivable	11,830
Intra-company receivable	450,000
Prepaid expenses and other current assets	(450,000)
(Increase) Decrease in:	
Intra-company payable	<u>(5,862)</u>
Balance, June 30, 2017, Audited Financial Statement	<u><u>\$ 1,258,921</u></u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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***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 MSA 6. 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 MSA 6 and whether MSA 6 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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 Magnolia Science Academy 6 (MSA 6) which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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 MSA 6'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 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 MSA 6'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 6's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Vannink, Tein, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



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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 (MSA 6) compliance with the types of compliance requirements as identified in the *2016-2017 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 6's State government programs as noted below for the year ended June 30, 2017.

### ***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 6'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 *2016-2017 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 6'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 6's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA 6 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, 2017.

**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 6's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
Educator Effectiveness	No, see below
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
<b>CHARTER SCHOOLS</b>	
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 6 did not have expenditures of Educator Effectiveness funds; therefore, we did not perform any related procedures.

MSA 6 did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

MSA 6 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 6 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA 6 was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA 6 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.

*Varinck, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.



**MAGNOLIA SCIENCE ACADEMY 6**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



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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, 2017, 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 MSA 6 for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



**MAGNOLIA SCIENCE ACADEMY 7**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

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**JUNE 30, 2017**

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Certified Public Accountants

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## INDEPENDENT AUDITOR'S REPORT

Governing Board of Directors  
Magnolia Science Academy 7  
(A California Nonprofit 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, 2017 and 2016, and the related statements of activities and changes in net assets, and cash flows for the years 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 *2016-2017 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 7'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 7'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 7, as of June 30, 2017 and 2016, and the respective changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Other Matters***

#### ***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 7's 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.

*Vannink, Tein, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 830,140	\$ 914,277
Accounts receivable	271,398	372,498
Intra-company receivable	-	112,514
Prepaid expenses and other current assets	135,483	28,109
Total Current Assets	<u>1,237,021</u>	<u>1,427,398</u>
Non-Current Assets		
Security deposits	4,000	4,000
Fixed assets	135,974	122,900
Less: accumulated depreciation	<u>(104,385)</u>	<u>(84,099)</u>
Total Non-Current Assets	<u>35,589</u>	<u>42,801</u>
Total Assets	<u>\$ 1,272,610</u>	<u>\$ 1,470,199</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 109,231	\$ 389,849
Intra-company payable	<u>151,049</u>	<u>132,998</u>
Total Current Liabilities	<u>260,280</u>	<u>522,847</u>
<b>NET ASSETS</b>		
Unrestricted	959,589	874,079
Designated	<u>52,741</u>	<u>73,273</u>
Total Net Assets	<u>1,012,330</u>	<u>947,352</u>
Total Liabilities and Net Assets	<u>\$ 1,272,610</u>	<u>\$ 1,470,199</u>

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

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 2,586,389	\$ 2,384,759
Federal revenue	230,631	243,652
Other State revenue	716,536	808,969
Local revenue	87,049	77,755
Total Revenues	<u>3,620,605</u>	<u>3,515,135</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	1,738,555	1,710,538
Student services	172,011	184,561
Materials and supplies	101,080	77,871
Student nutrition	117,260	149,306
Other expenses	78,570	79,655
Subtotal	<u>2,207,476</u>	<u>2,201,931</u>
Management and general:		
Depreciation	20,286	25,027
Management fee	656,701	545,689
Occupancy	293,806	280,315
Operating expenses	377,358	352,323
Subtotal	<u>1,348,151</u>	<u>1,203,354</u>
Total Expenses	<u>3,555,627</u>	<u>3,405,285</u>
<b>CHANGE IN NET ASSETS</b>	64,978	109,850
<b>NET ASSETS, BEGINNING OF YEAR</b>	947,352	837,502
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 1,012,330</u>	<u>\$ 947,352</u>

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



**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ 64,978	\$ 109,850
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	20,286	25,027
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	101,100	130,496
Intra-company receivable	112,514	20,604
Prepaid expenses and other current assets	(107,374)	(28,109)
Increase in liabilities:		
Accounts payable and accruals	(280,618)	(387,811)
Net Cash Provided by (Used in) Operating Activities	<u>(71,063)</u>	<u>3,055</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(13,074)</u>	<u>(12,788)</u>
<b>NET CHANGE IN CASH</b>	<u>(84,137)</u>	<u>(9,733)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>914,277</u>	<u>924,010</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u><u>\$ 830,140</u></u>	<u><u>\$ 914,277</u></u>
<b>Supplemental cash flow disclosure:</b>		
Cash paid during the period for interest	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

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

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***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. MSA 7 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. MSA 7 is economically dependent on Federal and State funding.

**Magnolia Educational and Research Foundation**

MSA 7 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 7's Charter School Management Organization (CMO) that manages MSA 7's nonacademic operation such as financial, general administration, and human resource management. MSA 7'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** - MSA 7 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 MSA 7. Additional information is presented in Note 13 to the financial statements.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA 7 are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA 7 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. MSA 7 had no temporarily or permanently restricted net assets, as of June 30, 2017 and 2016, respectively. In addition, MSA 7 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. MSA 7 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 2016-2017, MSA 7 did not receive any donor-restricted contributions.

**Income Taxes**

MSA 7 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 2013 and forward may be audited by regulatory agencies; however, MSA 7 is not aware of any such actions at this time.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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MSA 7 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 and Cash Equivalents**

For purposes of the Statement of Cash Flows, MSA 7 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, 2017 and 2016, 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. MSA 7 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, 2017 and 2016, was \$20,286 and \$25,027, respectively.

**Deferred Revenue**

Deferred revenue arises when resources are received by MSA 7 prior to the incurrence of qualifying expenditures. In subsequent periods, when the obligation in which the resources were received are met, or when MSA 7 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA 7' 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 MSA 7.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA 7 does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA 7 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, 2017 and 2016, MSA 7 has a \$52,741 and \$73,273, respectively, designated balance for California Clean Energy Jobs Act and Educator Effectiveness funds.

**Intra-company Receivable/Payable**

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 7 and reimbursement for those resources.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand	\$ 830,140	\$ 861,042	\$ 914,277	\$ 931,380

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). MSA 7 maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA 7 has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA 7 had a balance of \$838,861 and \$915,240, respectively, in excess of FDIC insured limits. Management believes MSA 7 is not exposed to any significant risk related to cash.

**NOTE 4 - ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2017, consisted of the following:

	2017	2016
State principal apportionment	\$ 141,304	\$ 205,658
Due from other agencies	1,751	5,059
Federal receivable	19,645	35,052
State receivable	83,082	97,289
Lottery	25,616	29,440
Total Accounts Receivable	\$ 271,398	\$ 372,498

**NOTE 5 - INTRA-COMPANY RECEIVABLE**

The June 30, 2017, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 7 and reimbursement for those resources from MSA 7 to the Foundation, and cash transfers for cash flow purposes. MSA 7 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, 2017 and 2016, MSA 7 had an intra-company receivable balance of \$0 and \$112,514, respectively, from the Foundation.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS**

Prepaid expenses at June 30, 2017 and 2016, consisted of the following:

	2017	2016
Prepaid rent, security deposits, insurance, and miscellaneous vendors	\$ 139,483	\$ 32,109

**NOTE 7 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	2017	2016
Building improvements	\$ 40,978	\$ 27,904
Computer and equipment	94,996	94,996
Subtotal	135,974	122,900
Less: accumulated depreciation	(104,385)	(84,099)
Total Fixed Assets	\$ 31,589	\$ 38,801

During the year ended June 30, 2017 and 2016, \$20,286 and \$25,027, respectively, was charged to depreciation expense.

**NOTE 8 - ACCOUNTS PAYABLE**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	2017	2016
Salaries and benefits	\$ 70,760	\$ 21,199
Compensated absences	-	14,156
Vendor payables	22,180	104,089
Due to other agencies	16,291	149,049
State principal apportionment	-	101,356
Total Accounts Payable	\$ 109,231	\$ 389,849

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***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 MSA 7 and reimbursement for those resources from MSA 7 to the Foundation, and cash transfers for cash flow purposes. MSA 7 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, 2017 and 2016, MSA 7 had an intra-company payable balance of \$151,049 and \$132,998, 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 MSA 7 educational programs and related Charter School activities and include rental fees 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 expired on August 1, 2017. Lease payments during 2017 and 2016, were \$260,628 and \$253,564, respectively.

The future minimum lease commitments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2018	<u>\$ 270,000</u>

***NOTE 11 - RELATED PARTY TRANSACTIONS***

MSA 7 is part of the Foundation. MSA 7 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, 2017 and 2016, were \$656,701 and \$545,689, 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).



**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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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 MSA 7 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 7 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**

MSA 7 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA 7 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.

MSA 7 contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The STRP provisions and benefits in effect at June 30, 2017, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before	On or after
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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017, are presented above and MSA 7's total contributions were \$128,637 and \$98,719, 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. MSA 7 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 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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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, 2017, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after 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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA 7 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, 2017 and 2016, are presented above and the total Charter School contributions were \$28,634 and \$20,628, respectively.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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 \$64,987 (8.828 percent of MSA 7'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***

MSA 7 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 MSA 7 and the CharterSAFE is such that the CharterSAFE is not considered a component unit of MSA 7 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 MSA 7 are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA 7 made payments of \$16,638 and \$13,040, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, respectively, MSA 7 had no recorded accounts receivable or accounts payable to the CharterSAFE.

***NOTE 14 - CONTINGENCIES***

**Grants**

MSA 7 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". 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.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 15 - SUBSEQUENT EVENTS***

MSA 7's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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.

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***SUPPLEMENTARY INFORMATION***

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**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy 7 (Charter Number 0989) was granted on February 26, 2008, by the Los Angeles Unified School District. MSA 7 operates one school, grades kindergarten through five.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	157.57	156.26
Fourth through fifth	125.52	125.08
Total Regular ADA	<u>283.09</u>	<u>281.34</u>
Classroom based ADA		
Transitional kindergarten through third	157.57	156.26
Fourth through fifth	125.52	125.08
Total Classroom based ADA	<u>283.09</u>	<u>281.34</u>

MSA 7 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)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87	2016-17	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Kindergarten	36,000	60,810	180	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		60,810	180	N/A	Complied
Grade 2		60,810	180	N/A	Complied
Grade 3		60,810	180	N/A	Complied
Grades 4 - 6	54,000				
Grade 4		60,810	180	N/A	Complied
Grade 5		60,810	180	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Balance, June 30, 2017, Unaudited Actuals	\$ 1,018,193
Increase (Decrease) in:	
Prepaid expenses and other current assets	(4,000)
Security deposit	4,000
(Increase) Decrease in:	
Intra-company payable	<u>(5,863)</u>
Balance, June 30, 2017, Audited Financial Statement	<u>\$ 1,012,330</u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2017**

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***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 MSA 7. 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 MSA 7 and whether MSA 7 complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

MSA 7 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**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 (MSA 7) which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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 MSA 7'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 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 MSA 7'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 7's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vannink, Tien, Day & Co., LLP

Rancho Cucamonga, California  
December 15, 2017



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## **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 (MSA 7) compliance with the types of compliance requirements as identified in the *2016-2017 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 7's State government programs as noted below for the year ended June 30, 2017.

### ***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 7'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 *2016-2017 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 7'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 7's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA 7 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, 2017.

**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 7's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
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
<b>CHARTER SCHOOLS</b>	
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 7 did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

MSA 7 does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

MSA 7 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA 7 was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA 7 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.

*Vannink, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY 7**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



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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, 2017, 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 MSA 7 for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



**MAGNOLIA SCIENCE ACADEMY  
BELL**

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ANNUAL FINANCIAL REPORT

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**JUNE 30, 2017**



**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

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**JUNE 30, 2017**

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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, 2017 and 2016, and the related statements of activities and changes in net assets, and cash flows for the years 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 *2016-2017 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 Bell'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 Bell'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 Bell, as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA Bell's 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.

*Vannink, Tinn, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***FINANCIAL STATEMENTS***

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**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 925,839	\$ 2,029,820
Accounts receivable	384,871	479,912
Intra-company receivable	2,073,307	612,759
Prepaid expenses and other current assets	20,446	12,091
Total Current Assets	<u>3,404,463</u>	<u>3,134,582</u>
Non-Current Assets		
Fixed assets	313,302	202,508
Less: accumulated depreciation	(129,618)	(61,812)
Total Non-Current Assets	<u>183,684</u>	<u>140,696</u>
Total Assets	<u>\$ 3,588,147</u>	<u>\$ 3,275,278</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 208,560	\$ 196,893
Intra-company payable	13,188	74,210
Total Current Liabilities	<u>221,748</u>	<u>271,103</u>
<b>NET ASSETS</b>		
Unrestricted	3,309,032	2,904,318
Designated	57,367	99,857
Total Net Assets	<u>3,366,399</u>	<u>3,004,175</u>
Total Liabilities and		
Net Assets	<u>\$ 3,588,147</u>	<u>\$ 3,275,278</u>

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

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 4,526,038	\$ 4,186,383
Federal revenue	309,446	300,266
Other State revenue	786,188	936,594
Local revenue	71,939	124,582
Total Revenues	<u>5,693,611</u>	<u>5,547,825</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	2,989,946	3,095,595
Student services	197,709	198,391
Materials and supplies	27,006	151,337
Student nutrition	163,222	181,371
Other expenses	185,334	196,162
Subtotal	<u>3,563,217</u>	<u>3,822,856</u>
Management and general:		
Depreciation	67,806	44,395
Management fee	1,052,849	1,000,958
Occupancy	235,424	-
Operating expenses	412,091	552,106
Subtotal	<u>1,768,170</u>	<u>1,597,459</u>
Total Expenses	<u>5,331,387</u>	<u>5,420,315</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<u>362,224</u>	<u>127,510</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>3,004,175</u>	<u>2,876,665</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 3,366,399</u>	<u>\$ 3,004,175</u>

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

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ 362,224	\$ 127,510
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	67,806	44,395
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	95,041	(57,498)
Intra-company receivable	(1,460,548)	(463,839)
Prepaid expenses and other current assets	(8,355)	(12,091)
Increase (Decrease) in liabilities		
Accounts payable and accruals	11,667	58,685
Intra-company payable	(61,022)	74,210
Net Cash Provided by (Used in) Operating Activities	<u>(993,187)</u>	<u>(228,628)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Capital expenditures	<u>(110,794)</u>	<u>(163,109)</u>
<b>NET CHANGE IN CASH</b>	<u>(1,103,981)</u>	<u>(391,737)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>2,029,820</u>	<u>2,421,557</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 925,839</u>	<u>\$ 2,029,820</u>
<b>Supplemental cash flow disclosure:</b>		
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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 1 - ORGANIZATION AND MISSION***

**Magnolia Science Academy Bell**

Charter school number authorized by the State: 1236

Magnolia Science Academy-8 (MSA Bell) is a charter school located in Bell, California that provides sixth through eighth grade education to approximately 495 students. MSA Bell 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. MSA Bell is economically dependent on Federal and State funding.

**Magnolia Educational and Research Foundation**

MSA Bell is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA Bell's Charter School Management Organization (CMO) that manages MSA Bell's nonacademic operation such as financial, general administration, and human resource management. MSA Bell'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** - MSA Bell 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 MSA Bell. Additional information is presented in Note 15 to the financial statements.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA Bell are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA Bell 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. MSA Bell had no temporarily or permanently restricted net assets as of June 30, 2017 and 2016, respectively. In addition, MSA Bell is required to present a statement of cash flows.



**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA Bell 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 2016-2017, MSA Bell did not receive any donor-restricted contributions.

**Income Taxes**

MSA Bell 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 2013 and forward may be audited by regulatory agencies; however, MSA Bell is not aware of any such actions at this time.

MSA Bell 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, MSA Bell 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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, 2017 and 2016, 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. MSA Bell 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, 2017 and 2016, was \$67,806 and \$44,395, respectively.

**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA Bell'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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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 MSA Bell.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA Bell does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA Bell 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, 2017 and 2016, MSA Bell has a \$57,367 and \$99,897, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

**Intra-company Receivable/Payable**

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA Bell and reimbursement for those resources.

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash in banks	\$ 925,839	\$ 951,115	\$ 2,029,820	\$ 2,097,984

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). MSA Bell maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA Bell has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA Bell had a balance of \$926,614 and \$2,061,627, respectively, in excess of FDIC insured limits. Management believes MSA Bell is not exposed to any significant risk related to cash.

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 4 - ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
State principal apportionment	\$ 296,662	\$ 392,048
Due from other agencies	3,014	8,643
Federal receivable	27,902	504
State receivable	13,391	27,090
Lottery	<u>43,902</u>	<u>51,627</u>
Total Accounts Receivable	<u>\$ 384,871</u>	<u>\$ 479,912</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 MSA Bell and reimbursement for those resources from MSA Bell to the Foundation, and cash transfers for cash flow purposes. MSA Bell 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, 2017 and 2016, MSA Bell had an intra-company receivable balance of \$2,073,307 and \$612,759, respectively, from the Foundation.

**NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS**

Prepaid expenses at June 30, 2017 and 2016, are as follows:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>\$ 20,446</u>	<u>\$ 12,091</u>

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 7 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Software and equipment	\$ 313,302	\$ 202,508
Less: accumulated depreciation	<u>(129,618)</u>	<u>(61,812)</u>
Total Fixed Assets	<u>\$ 183,684</u>	<u>\$ 140,696</u>

During the year ended June 30, 2017, \$67,806 and \$44,395, respectively, was charged to depreciation expense.

**NOTE 8 - ACCOUNTS PAYABLE**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 80,371	\$ 61,269
Compensated absences	-	25,969
Vendor payables	128,189	105,784
Due to other agencies	-	3,871
Total Accounts Payable	<u>\$ 208,560</u>	<u>\$ 196,893</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 MSA Bell and reimbursement for those resources from MSA Bell to the Foundation, and cash transfers for cash flow purposes. MSA Bell 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, 2017 and 2016, MSA Bell had an intra-company payable balance of \$13,188 and \$74,210, respectively, from the Foundation.

**NOTE 10 - FACILITIES USE AGREEMENT**

Magnolia Science Academy 8 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating MSA Bell education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2017 and 2016, was \$235,424 and \$282,890, respectively.

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 11 - RELATED PARTY TRANSACTIONS***

MSA Bell is part of the Foundation. MSA Bell 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, 2017 and 2016, were \$1,052,849 and \$1,000,958, 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 MSA Bell chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA Bell 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**

MSA Bell 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA Bell 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 BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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.

MSA Bell 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, 2017, 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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and MSA Bell's total contributions were \$220,308 and \$190,540, respectively.

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA Bell 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.



**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The CalPERS provisions and benefits in effect at June 30, 2017, are summarized as follows:

	School Employer Pool (CalPERS)	
	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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA Bell 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, 2017 and 2016, are presented above and the total Charter School contributions were \$0 and \$34,719, respectively.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of MSA Bell. These payments consist of State General Fund contributions to CalSTRS in the amount of \$150,524 (8.828 percent of MSA Bell'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.

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 14 - CONTINGENCIES***

**Grants**

MSA Bell 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MSA Bell is not currently a party to any legal proceedings.

***NOTE 15 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA Bell 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 MSA Bell and the CharterSAFE is such that the CharterSAFE is not considered a component unit of MSA Bell 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 MSA Bell are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA Bell made payments of \$25,858 and \$46,189, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, respectively, MSA Bell had no recorded accounts receivable or accounts payable to the CharterSAFE.

***NOTE 16 - SUBSEQUENT EVENTS***

MSA Bell's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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***

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**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy Bell (Charter Number 1236) was granted on June 15, 2010, by the Los Angeles Unified School District. MSA Bell operates one school, grades six through twelve.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkhanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	163.80	164.05
Seventh and eighth	321.85	320.48
Total Regular ADA	<u>485.65</u>	<u>484.53</u>
Classroom based ADA		
Sixth	163.80	164.05
Seventh and eighth	321.85	320.48
Total Classroom based ADA	<u>485.65</u>	<u>484.53</u>

MSA Bell did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87 Minutes Requirement	2016-17 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		63,820	180	N/A	Complied
Grade 7		63,820	180	N/A	Complied
Grade 8		63,820	180	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS

Balance, June 30, 2017, Unaudited Actuals	\$ 3,333,071
Increase (Decrease) in:	
Intra-company receivable	2,073,307
Prepaid expenses and other current assets	(2,073,307)
(Increase) in:	
Accounts payable and accrued payroll	<u>33,328</u>
Balance, June 30, 2017, Unaudited Actuals	
Audited Financial Statement	<u><u>\$ 3,366,399</u></u>

**MAGNOLIA SCIENCE ACADEMY BELL  
(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION  
JUNE 30, 2017**

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***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 MSA Bell. 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 MSA Bell and whether MSA Bell 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.



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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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 Magnolia Science Academy Bell (MSA Bell), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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 MSA Bell'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 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*.

### 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 Bell'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 Bell's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Vannink, Tein, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2016



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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## **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 (MSA Bell) compliance with the types of compliance requirements as identified in the *2016-2017 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 Bell's State government programs as noted below for the year ended June 30, 2017.

### ***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 Bell'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 *2016-2017 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 Bell'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 Bell's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA Bell 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, 2017.

**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA Bell's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
Educator Effectiveness	No, see below
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
<b>CHARTER SCHOOLS</b>	
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 Bell did not have expenditures of Educator Effectiveness funds; therefore, we did not perform any related procedures.

MSA Bell did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

MSA Bell does not operate a before school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

MSA Bell does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA Bell was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

MSA Bell 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 Bell did not receive funding for MSA Bell Facility Grant Program; therefore, we did not perform any related procedures.

*Vannink, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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**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)**

**FINANCIAL STATEMENT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY BELL**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY BELL  
(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

VALUE THE *difference*

Governing Board  
Magnolia Science Academy Bell  
(A California Nonprofit 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, 2017, 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 MSA Bell for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*  
Rancho Cucamonga, California  
December 15, 2017



**MAGNOLIA SCIENCE ACADEMY  
SAN DIEGO**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**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 (MSA San Diego) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2017 and 2016, and the related statements of activities and changes in net assets, and cash flows for the years 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 *2016-2017 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 San Diego'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 San Diego'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 San Diego, as of June 30, 2017 and 2016, and the respective changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA San Diego's 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.

*Varrink, Tein, Day & Co., LLP*  
Rancho Cucamonga, California  
December 15, 2017



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***FINANCIAL STATEMENTS***

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**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	2017	2016
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 620,061	\$ 761,775
Restricted assets		
Cash held for restricted purposes	106,607	106,607
Accounts receivable	250,662	308,121
Intra-company receivable	11,025	10,064
Prepaid expenses and other current assets	246,037	8,521
Total Current Assets	<u>1,234,392</u>	<u>1,195,088</u>
Non-Current Assets		
Security deposits	25,000	-
Fixed assets	649,284	644,168
Less: accumulated depreciation	(341,993)	(302,836)
Total Non-Current Assets	<u>332,291</u>	<u>341,332</u>
Total Assets	<u>\$ 1,566,683</u>	<u>\$ 1,536,420</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 136,429	\$ 190,591
Intra-company payable	29,762	19,442
Current portion of long-term obligations	-	-
Total Current Liabilities	<u>166,191</u>	<u>210,033</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	<u>151,806</u>	<u>151,806</u>
Total Liabilities	<u>317,997</u>	<u>361,839</u>
<b>NET ASSETS</b>		
Unrestricted	1,063,588	987,483
Designated	185,098	187,098
Total Net Assets	<u>1,248,686</u>	<u>1,174,581</u>
Total Liabilities and Net Assets	<u>\$ 1,566,683</u>	<u>\$ 1,536,420</u>

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

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 3,033,354	\$ 2,888,409
Federal revenue	107,314	97,228
Other State revenue	594,225	602,791
Local revenue	<u>111,765</u>	<u>84,976</u>
Total Revenues	<u>3,846,658</u>	<u>3,673,404</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	2,405,010	1,985,116
Student services	173,608	128,325
Materials and supplies	18,074	172,634
Student nutrition	35,299	44,650
Other expenses	<u>61,812</u>	<u>105,525</u>
Subtotal	<u>2,693,803</u>	<u>2,436,250</u>
Management and general:		
Depreciation	39,157	44,619
Management fee	377,766	334,759
Occupancy	330,000	305
Operating expenses	<u>331,827</u>	<u>318,845</u>
Subtotal	<u>1,078,750</u>	<u>698,528</u>
Total Expenses	<u>3,772,553</u>	<u>3,134,778</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<u>74,105</u>	<u>538,626</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>1,174,581</u>	<u>635,955</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 1,248,686</u>	<u>\$ 1,174,581</u>

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

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ 74,105	\$ 538,626
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	39,157	44,619
Changes in operating assets and liabilities:		
Decrease (Increase) in assets		
Accounts receivable	57,459	(59,469)
Intra-company receivable	(961)	(10,064)
Security deposits	(25,000)	-
Prepaid expenses and other current assets	(237,516)	(8,521)
Increase (Decrease) in liabilities		
Accounts payable and accruals	(54,162)	105,073
Intra-company payable	10,320	(182,707)
Deferred revenue	-	(2,940)
Net Cash Provided by Operating Activities	<u>(136,598)</u>	<u>424,617</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Restricted cash used for construction	-	12,391
Capital expenditures	<u>(5,116)</u>	<u>(57,390)</u>
Net Cash Used by Investing Activities	<u>(5,116)</u>	<u>(44,999)</u>
<b>NET CHANGE IN CASH</b>	<u>(141,714)</u>	<u>379,618</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>761,775</u>	<u>382,157</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 620,061</u>	<u>\$ 761,775</u>
<b>Supplemental cash flow disclosure:</b>		
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 SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***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 (MSA San Diego) 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**

MSA San Diego is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA San Diego's Charter School Management Organization (CMO) that manages MSA San Diego's nonacademic operation such as financial, general administration, and human resource management. MSA San Diego'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** - MSA San Diego 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 MSA San Diego. Additional information is presented in Note 16 to the financial statements.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA San Diego are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA San Diego 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. MSA San Diego had no temporarily or permanently restricted net assets as of June 30, 2017 and 2016, respectively. In addition, MSA San Diego is required to present a statement of cash flows.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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. MSA San Diego 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 2016-2017, MSA San Diego did not receive any donor-restricted contributions.

**Income Taxes**

MSA San Diego 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 2013 and forward may be audited by regulatory agencies; however, MSA San Diego is not aware of any such actions at this time.

MSA San Diego 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, MSA San Diego 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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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, 2017 and 2016, 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, 2017 and 2016, was \$39,157 and \$44,619, respectively.

**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA San Diego'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)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**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 MSA San Diego.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA San Diego does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA San Diego 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 MSA San Diego 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, 2017 and 2016, MSA San Diego had a designated balance of \$185,098 and \$187,078, respectively, for California Clean Energy Jobs Act, Educator Effectiveness, College Readiness funds for the 2017 and 2016 fiscal years.

**Intra-company Receivable/Payable**

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA San Diego and reimbursement for those resources.



**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 605,585	\$ 642,439	\$ 693,698	\$ 701,240
San Diego County Pooled				
Investment Funds	14,476	N/A	68,077	N/A
Total	\$ 620,061	\$ 642,439	\$ 761,775	\$ 701,240

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA San Diego maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA San Diego has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA San Diego had \$625,889 and \$602,482 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, 2017 and 2016, was comprised of the following:

	2017	2016
Current restricted cash for the Charter School Facilities Program	\$ 106,607	\$ 106,607

Restricted cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA San Diego maintains its restricted cash in bank deposit accounts that at times may exceed insured limits. MSA San Diego has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA San Diego had \$0 and \$86,607, respectively, in excess of insured limits.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 5 - INVESTMENTS**

**Summary of Investments**

Investments as of June 30, 2017 and 2016, are classified in the accompanying financial statements as follows:

Investment Type	June 30, 2017		June 30, 2016	
	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
San Diego County Treasury Investment Pool	\$ 14,476	\$ 14,427	\$ 68,077	\$ 68,100

All assets have been valued using a market approach, with quoted market prices.

**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. MSA San Diego 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. MSA San Diego manages its exposure to interest rate risk by investing in the County Pool.

**Weighted Average Maturity**

The Charter School monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio.

**NOTE 6 - MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES**

MSA San Diego 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.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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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.

Uncategorized - Investments in the San Diego County Treasury Investment Pools are not measured using the input levels above because MSA San Diego's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

MSA San Diego's fair value measurements are as follows at June 30, 2017:

<u>Investment Type</u>	<u>Level</u>	<u>Fair Value</u>	<u>Weighted Average Maturity in Days</u>
San Diego County Investment Pool	Uncategorized	<u>\$ 14,427</u>	417

The Charter School's fair value measurements are as follows at June 30, 2016:

<u>Investment Type</u>	<u>Level</u>	<u>Fair Value</u>	<u>Weighted Average Maturity in Days</u>
San Diego County Investment Pool	Uncategorized	<u>\$ 68,100</u>	270

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 7 - ACCOUNTS RECEIVABLE***

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
State principal apportionment	\$ 200,163	\$ 182,586
Federal receivable	5,925	60,717
State receivable	8,115	27,168
Lottery	<u>36,459</u>	<u>37,650</u>
Total Accounts Receivable	<u>\$ 250,662</u>	<u>\$ 308,121</u>

***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 MSA San Diego and reimbursement for those resources from MSA San Diego to the Foundation, and cash transfers for cash flow purposes. MSA San Diego 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, 2017 and 2016, MSA San Diego had an intra-company receivable balance of \$11,025 and \$10,064, respectively, from the Foundation.

***NOTE 9 - PREPAID EXPENSES AND SECURITY DEPOSITS***

Prepaid expenses at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>\$ 271,037</u>	<u>\$ 8,521</u>

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 10 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Software and equipment	\$ 402,163	\$ 402,163
Work in progress	<u>247,121</u>	<u>242,005</u>
Subtotal	649,284	644,168
Less: accumulated depreciation	<u>(341,993)</u>	<u>(302,836)</u>
Total Fixed Assets	<u>\$ 307,291</u>	<u>\$ 341,332</u>

During the year ended June 30, 2017 and 2016, \$39,157 and \$44,619, respectively, was charged to depreciation expense.

**NOTE 11 - ACCOUNTS PAYABLE**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 7,836	\$ 28,984
Compensated absences	-	24,719
Vendor payables	115,625	100,029
Due to other agencies	<u>12,968</u>	<u>36,859</u>
Total Accounts Payable	<u>\$ 136,429</u>	<u>\$ 190,591</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 MSA San Diego and reimbursement for those resources from MSA San Diego to the Foundation, and cash transfers for cash flow purposes. MSA San Diego 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, 2017 and 2016, MSA San Diego had an intra-company payable balance of \$29,762 and \$19,442, respectively, from the Foundation.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 13 - LOANS PAYABLE***

**Charter School Facilities Program**

MSA San Diego 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 MSA San Diego's State School Fund Apportionments. The outstanding loan balance as of June 30, 2017, was \$151,806.

***NOTE 14 - FACILITIES USE AGREEMENT***

Magnolia Science Academy San Diego renewed a Facilities Use Agreement with SDUSD for the sole purpose of operating MSA San Diego 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, 2017, was \$330,000.

***NOTE 15 - RELATED PARTY TRANSACTIONS***

MSA San Diego is part of the Foundation. MSA San Diego 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, 2017 and 2016, is \$377,766 and \$334,759, 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 MSA San Diego chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA San Diego has no plans to withdraw from this multi-employer plan.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The details of each plan are as follows:

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

MSA San Diego 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA San Diego 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.

MSA San Diego contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The STRP provisions and benefits in effect at June 30, 2017, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before	On or after
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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and MSA San Diego's total contributions were \$184,064 and \$131,926, respectively.

**California Public Employees Retirement System (CalPERS)**

**Plan Description**

Qualified employees are eligible to participate in MSA San Diego 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, MSA San Diego's 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. MSA San Diego 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>.



**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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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, 2017, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after 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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA San Diego 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, 2017 and 2016, are presented above and the total Charter School contributions were \$29,704 and \$14,148, respectively.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of MSA San Diego. These payments consist of State General Fund contributions to CalSTRS in the amount of \$63,451 (8.828 percent of MSA San Diego'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***

**Grants**

MSA San Diego 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MSA San Diego is not currently a party to any legal proceedings.

***NOTE 16 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA San Diego 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 MSA San Diego and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA San Diego 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 MSA San Diego are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA San Diego made payments of \$18,575 and \$23,583, respectively, to CharterSAFE for services received. At June 30, 2017 and 2016, respectively, MSA San Diego had no recorded accounts receivable or accounts payable to CharterSAFE.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 17 - SUBSEQUENT EVENTS***

MSA San Diego's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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 September 6, 2017, Magnolia Property Management, Inc. received funding through California School Finance Authority Charter School Revenue Bonds in the amount of \$25,000,000 (under a loan agreement). Additional Equity Contribution of \$435,668 was provided by Magnolia Property Management, Inc. The total proceeds of the Bond/equity contribution will be used to finance/refinance the acquisition, construction, equipping and/or improvement of projects for "San Diego Facility". Total allocation for the project, along with required reserves, is approximately \$10.3 million. Additional costs of issuance and underwriter discount for the entire proceeds were approximately \$935,000.

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***SUPPLEMENTARY INFORMATION***

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**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE**  
**JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy San Diego (Charter Number 0698) was granted on July 1, 2005, by the San Diego Unified School District. MSA San Diego operates one school, grades six through eight.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkhanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Revised Second Period Report	Annual Report
Regular ADA		
Sixth	122.10	122.15
Seventh and eighth	<u>285.82</u>	<u>284.13</u>
Total Regular ADA	<u><u>407.92</u></u>	<u><u>406.28</u></u>
Classroom based ADA		
Sixth	122.10	122.15
Seventh and eighth	<u>285.82</u>	<u>284.13</u>
Total Classroom based ADA	<u><u>407.92</u></u>	<u><u>406.28</u></u>

MSA San Diego 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)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87	2016-17	Number of Days		Status
	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		61,647	176	N/A	Complied
Grade 7		61,647	176	N/A	Complied
Grade 8		61,647	176	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
 FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

**NET ASSETS**

Balance, June 30, 2017, Unaudited Actuals	\$ 1,238,594
Increase (Decrease) in:	
Accounts receivable	(190,879)
Intra-company receivable	11,025
Prepaid expenses and other current assets	154,853
Security deposits	25,000
Decrease in:	
Accounts payable and accrued payroll	<u>10,093</u>
Balance, June 30, 2017, Audited Financial Statement	<u><u>\$ 1,248,686</u></u>

See accompanying note to supplementary information.



**MAGNOLIA SCIENCE ACADEMY SAN DIEGO  
(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION  
JUNE 30, 2017**

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***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 MSA San Diego. 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 MSA San Diego and whether MSA San Diego 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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) which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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 MSA San Diego'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 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 MSA San Diego'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 San Diego's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vannink, Tim, Day & Co., LLP

Rancho Cucamonga, California  
December 15, 2017



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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## **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 *2016-2017 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 San Diego's State government programs as noted below for the year ended June 30, 2017.

### ***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 San Diego'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 *2016-2017 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 San Diego'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 San Diego's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA San Diego 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, 2017.

**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA San Diego's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
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
<b>CHARTER SCHOOLS</b>	
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.

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 MSA San Diego Facility Grant Program; therefore, we did not perform any related procedures.

*Vannink, Tim, Day & Co., LLP*

Rancho Cucamonga, California

December 15, 2017

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY SAN DIEGO  
(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS  
FOR THE YEAR ENDED JUNE 30, 2017**

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**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)**

**FINANCIAL STATEMENT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY SAN DIEGO**  
**(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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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, 2017, 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 MSA San Diego for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



**MAGNOLIA SCIENCE ACADEMY  
SANTA ANA**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2017**

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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## **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, 2017 2016, and the related statements of activities and changes in net assets, and cash flows for the years 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 *2016-2017 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 Ana'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 Ana'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 Santa Ana, as of June 30, 2017 and 2016, and the respective changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. 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 financial statements.

The accompanying supplementary information 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 December 15, 2017, on our consideration of 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA Santa Ana's 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.

*Varrink, Tim, Day & Co., LLP*

Rancho Cucamonga, California

December 15, 2017

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***FINANCIAL STATEMENTS***

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**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**(With comparative financial information at June 30, 2016)**

**JUNE 30, 2017**

	2017	2016
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 1,480,920	\$ 170,647
Restricted assets:		
Cash held for restricted purposes	95,590	5,774,345
Accounts receivable	147,804	213,512
Intra-company receivable	15,416	2,759
Prepaid expenses and other current assets	28,949	5,354
Total Current Assets	<u>1,768,679</u>	<u>6,166,617</u>
Non-Current Assets:		
Security deposits	19,690	27,000
Fixed assets	18,333,010	12,030,297
Less: accumulated depreciation	<u>(563,281)</u>	<u>(128,715)</u>
Total Non-Current Assets	<u>17,789,419</u>	<u>11,928,582</u>
Total Assets	<u>\$ 19,558,098</u>	<u>\$ 18,095,199</u>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts payable and accruals	\$ 688,406	\$ 201,105
Intra-company payable	2,260,690	776,832
Deferred revenue	-	61,355
Current portion of long-term obligations	244,116	-
Total Current Liabilities	<u>3,193,212</u>	<u>1,039,292</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	<u>8,487,874</u>	<u>8,756,986</u>
Total Liabilities	<u>11,681,086</u>	<u>9,796,278</u>
<b>NET ASSETS</b>		
Unrestricted	7,743,647	8,179,089
Designated	133,365	119,832
Total Net Assets	<u>7,877,012</u>	<u>8,298,921</u>
Total Liabilities and Net Assets	<u>\$ 19,558,098</u>	<u>\$ 18,095,199</u>

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

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES**

**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CHANGES IN UNRESTRICTED NET ASSETS</b>		
<b>Unrestricted revenues:</b>		
State apportionments	\$ 5,507,828	\$ 1,178,240
Federal revenue	713,091	364,623
Proposition 1D Grant revenue	-	6,666,280
Other State revenue	644,077	404,602
Local revenue	89,144	47,229
Total Revenues	<u>6,954,140</u>	<u>8,660,974</u>
<b>EXPENSES</b>		
Program services:		
Salaries and benefits	3,914,288	1,239,163
Student services	440,818	127,714
Materials and supplies	276,599	169,969
Student nutrition	329,069	68,807
Other expenses	206,887	49,339
Subtotal	<u>5,167,661</u>	<u>1,654,992</u>
Management and general:		
Depreciation	434,567	33,848
Management fee	1,079,401	60,000
Occupancy	72,093	229,754
Operating expenses	622,327	325,565
Subtotal	<u>2,208,388</u>	<u>649,167</u>
Total Expenses	<u>7,376,049</u>	<u>2,304,159</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<u>(421,909)</u>	<u>6,356,815</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>8,298,921</u>	<u>1,942,106</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 7,877,012</u>	<u>\$ 8,298,921</u>

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

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS**  
**(With comparative financial information at June 30, 2016)**

**FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Change in unrestricted net assets</b>	\$ (421,909)	\$ 6,356,815
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	434,566	33,848
Changes in operating assets and liabilities:		
Decrease in assets		
Accounts receivable	65,708	365,129
Intra-company receivable	(12,657)	(2,759)
Prepaid expenses and other current assets	(23,595)	13,646
Security deposits	7,310	-
Increase in liabilities		
Accounts payable and accruals	487,301	51,877
Intra-company payable	1,483,858	446,832
Deferred revenue	(61,355)	(292,645)
Net Cash Provided by Operating Activities	<u>1,959,227</u>	<u>6,972,743</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Restricted cash (received) used for construction	5,678,755	(5,341,613)
Capital expenditures	<u>(6,302,713)</u>	<u>(8,241,873)</u>
Net Cash Used by Investing Activities	<u>(623,958)</u>	<u>(13,583,486)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Loan Proceeds	-	6,641,284
Loan principal payments	<u>(24,996)</u>	<u>-</u>
Net Cash Provided by (Used in) Financing Activities	<u>(24,996)</u>	<u>6,641,284</u>
<b>NET CHANGE IN CASH</b>	<u>1,310,273</u>	<u>30,541</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>170,647</u>	<u>140,106</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 1,480,920</u>	<u>\$ 170,647</u>
<b>Supplemental cash flow disclosure:</b>		
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)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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***NOTE 1 - ORGANIZATION AND MISSION***

**Magnolia Science Academy Santa Ana**

Charter school number authorized by the State: 0943

Magnolia Science Academy Santa Ana (MSA Santa Ana) (Formerly Pacific Technology School Santa Ana) is a charter school located in Costa Mesa, California that provides transitional kindergarten through twelfth grade education to approximately 165 students. MSA Santa Ana was created under the approval the California State Board of Education, and receives public per-pupil funding to help support their operation. MSA Santa Ana is economically dependent on Federal and State funding.

**Magnolia Educational and Research Foundation**

MSA Santa Ana is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA Santa Ana's Charter School Management Organization (CMO) that manages MSA Santa Ana's nonacademic operation such as financial, general administration, and human resource management. MSA Santa Ana'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** - MSA Santa Ana 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 MSA Santa Ana. Additional information is presented in Note 19 to the financial statements.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by MSA Santa Ana are described below to enhance the financial statements.

**Financial Statement Presentation**

MSA Santa Ana 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. MSA Santa Ana had no temporarily or permanently restricted net assets as of June 30, 2017 and 2016, respectively. In addition, MSA Santa Ana is required to present a statement of cash flows.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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**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. MSA Santa Ana 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 2016-2017, MSA Santa Ana did not receive any donor-restricted contributions.

**Income Taxes**

MSA Santa Ana 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 2013 and forward may be audited by regulatory agencies; however, MSA Santa Ana is not aware of any such actions at this time.

MSA Santa Ana 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, MSA Santa Ana 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)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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**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, 2017 and 2016, 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, 2017 and 2016, was \$434,567 and \$33,848, respectively.

**Donated Services, Goods, and Facilities**

A substantial number of volunteers have donated their time and experience to MSA Santa Ana'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)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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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 MSA Santa Ana.

**Temporarily restricted** - These net assets are restricted by donors to be used for specific purposes. MSA Santa Ana does not have temporarily restricted net assets.

**Permanently restricted** - These net assets are permanently restricted by donors and cannot be used by the school. MSA Santa Ana 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 MSA Santa Ana 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, 2017 and 2016, MSA Santa Ana had a designated balance of \$133,365 and \$68,642, respectively, 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 MSA Santa Ana 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, 2017, from which the comparative information was derived.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash at June 30, 2017 and 2016, consisted of the following:

	June 30, 2017		June 30, 2016	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	\$ 704,436	\$ 749,046	\$ 23,292	\$ 23,292
Orange County Pooled Investment Funds	776,484	N/A	147,355	N/A
Total	<u>\$ 1,480,920</u>	<u>\$ 749,046</u>	<u>\$ 170,647</u>	<u>\$ 23,292</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). MSA Santa Ana maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA Santa Ana has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA Santa Ana had a balance of \$72,375 and \$23,292, respectively, in excess of FDIC insured limits. Management believes MSA Santa Ana 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, 2017 and 2016, was comprised of the following:

	2017	2016
Current restricted cash	<u>\$ 95,590</u>	<u>\$ 5,774,345</u>

Restricted cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). MSA Santa Ana maintains its restricted cash in bank deposit accounts that at times may exceed federally insured limits. MSA Santa Ana has not experienced any losses in such accounts. At June 30, 2017 and 2016, MSA Santa Ana had a balance of \$0 and \$5,702,783, respectively, in excess of FDIC insured limits. Management believes MSA Santa Ana is not exposed to any significant risk related to cash.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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**NOTE 5 - INVESTMENTS**

**Summary of Investments**

Investments as of June 30, 2017 and 2016, are classified in the accompanying financial statements as follows:

Investment Type	June 30, 2017		June 30, 2016	
	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
Orange County Pooled Investment Funds	\$ 776,484	\$ 775,242	\$ 147,355	\$ 147,718

All assets have been valued using a market approach, with quoted market prices.

**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. MSA Santa Ana 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. MSA Santa Ana manages its exposure to interest rate risk by investing in the County Pool.

**Weighted Average Maturity**

MSA Santa Ana monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio.

**NOTE 6- MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES**

MSA Santa Ana 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.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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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.

Uncategorized - Investments in the Orange County Treasury Investment Pool are not measured using the input levels above because MSA Santa Ana's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

MSA Santa Ana's fair value measurements are as follows at June 30, 2017:

<u>Investment Type</u>	<u>Level</u>	<u>Fair Value</u>	<u>Weighted Average Maturity in Days</u>
Orange County Pooled Investment Funds	Uncategorized	<u>\$ 775,242</u>	325

MSA Santa Ana's fair value measurements are as follows at June 30, 2016:

<u>Investment Type</u>	<u>Level</u>	<u>Fair Value</u>	<u>Weighted Average Maturity in Days</u>
Orange County Pooled Investment Funds	Uncategorized	<u>\$ 147,718</u>	319

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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***NOTE 7 - ACCOUNTS RECEIVABLE***

Accounts receivable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
State principal apportionment	\$ -	\$ 11,383
Federal receivable	32,415	152,970
State receivable	15,051	35,121
Lottery	<u>100,338</u>	<u>14,038</u>
Total Accounts Receivable	<u>\$ 147,804</u>	<u>\$ 213,512</u>

***NOTE 8 - INTRA-COMPANY RECEIVABLE***

The June 30, 2017, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA Santa Ana and reimbursement for those resources from MSA Santa Ana to the Foundation, and cash transfers for cash flow purposes. MSA Santa Ana 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, 2017 and 2016, MSA Santa Ana had an intra-company receivable balance of \$15,416 and \$2,759, respectively, from the Foundation.

***NOTE 9 - PREPAID EXPENSES AND SECURITY DEPOSITS***

Prepaid expenses at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Prepaid rent, security deposits, insurance, and miscellaneous vendors	<u>\$ 48,639</u>	<u>\$ 32,354</u>

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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**NOTE 10 - FIXED ASSETS**

Fixed assets at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Construction in progress	\$ 170,543	\$11,797,901
Building and improvements	17,892,822	-
Software and equipment	<u>269,645</u>	<u>232,396</u>
Subtotal	18,333,010	12,030,297
Less: accumulated depreciation	<u>(563,281)</u>	<u>(128,715)</u>
Total Fixed Assets	<u>\$17,769,729</u>	<u>\$11,901,582</u>

During the year ended June 30, 2017 and 2016, \$434,567 and \$33,848, respectively, was charged to depreciation expense.

**NOTE 11 - ACCOUNTS PAYABLE**

Accounts payable at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Salaries and benefits	\$ 100,307	\$ 6,251
Compensated absences	-	7,375
Vendor payables	473,859	187,064
Due to other agencies	<u>114,240</u>	<u>415</u>
Total Accounts Payable	<u>\$ 688,406</u>	<u>\$ 201,105</u>

**NOTE 12 - DEFERRED REVENUE**

Deferred revenue at June 30, 2017 and 2016, consisted of the following:

	<u>2017</u>	<u>2016</u>
Federal sources	<u>\$ -</u>	<u>\$ 613,585</u>

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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***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 MSA Santa Ana and reimbursement for those resources from MSA Santa Ana to the Foundation, and cash transfers for cash flow purposes. MSA Santa Ana 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, 2017 and 2016, MSA Santa Ana had an intra-company payable balance of \$2,260,690 and \$776,832 from the Foundation.

***NOTE 14 - LOANS PAYABLE***

**California Department of Education**

MSA 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, 2017, was \$25,000. 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 Santa Ana's State School Fund Apportionments.

Future payments are as follows:

Fiscal Year Ending	Payments
<u>June 30,</u>	<u>\$ 25,000</u>
2018	

**Charter School Facilities Program**

MSA Santa Ana 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, 2017, was \$8,731,990. The current portion due in 2017-2018 is \$244,116.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

Future payments are as follows:

Fiscal Year Ended June 30,	Principal	Interest	Total
2018	\$ 219,116	\$ 173,050	\$ 392,166
2019	223,520	168,646	392,166
2020	228,013	164,152	392,165
2021	232,597	159,569	392,166
2022	237,272	154,894	392,166
2023-2027	1,259,842	700,986	1,960,828
2028-2032	1,391,649	569,180	1,960,829
2033-2037	1,537,244	423,582	1,960,826
2038-2042	1,698,078	262,752	1,960,830
2043-2047	1,704,659	85,097	1,789,756
Total	<u>\$ 8,731,990</u>	<u>\$ 2,861,908</u>	<u>\$ 11,593,898</u>

**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 MSA Santa Ana educational programs and related Charter School activities. Lease payments during 2016-2017 were \$37,129.

Future payments are as follows:

Year Ending June 30,	Facility Lease Payments
2018	\$ 228,000
2019	228,000
Total	<u>\$ 456,000</u>

**NOTE 16 - RELATED PARTY TRANSACTIONS**

MSA Santa Ana is part of the Foundation. MSA Santa Ana 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, 2017 and 2016, were \$1,079,401 and \$60,000, respectively.



**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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***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 MSA Santa Ana chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA Santa Ana 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**

MSA Santa Ana 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, 2016, total actuarial value of assets are \$170 billion, the actuarial obligation is \$267 billion, contributions from all employers totaled \$3.3 billion, and the plan is 63.7 percent funded. MSA Santa Ana 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.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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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.

MSA Santa Ana 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, 2017, 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	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required state contribution rate	8.828%	8.828%

**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, 2017 and 2016, are presented above and MSA Santa Ana's total contributions were \$300,282 and \$74,084, respectively.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)****NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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**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. MSA Santa Ana 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.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2017**

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The CalPERS provisions and benefits in effect at June 30, 2017, 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	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

**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. MSA Santa Ana 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, 2017 and 2016, are presented above and the total Charter School contributions were \$36,483 and \$9,720, respectively.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of MSA Santa Ana. These payments consist of State General Fund contributions to CalSTRS in the amount of \$108,101 (8.828 percent of MSA Santa Ana'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  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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***NOTE 18 - CONTINGENCIES***

**Grants**

MSA Santa Ana 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. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**Litigation**

MSA Santa Ana is not currently a party to any legal proceedings.

***NOTE 19 - PARTICIPATION IN JOINT POWERS AUTHORITY***

MSA Santa Ana 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 MSA Santa Ana and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA Santa Ana 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 MSA Santa Ana are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2016-2017 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2017 and 2016, MSA Santa Ana made payments of \$55,252 and \$30,976, respectively, to CharterSAFE for services received. At June 30, 2017, MSA Santa Ana had no recorded accounts receivable or accounts payable to CharterSAFE.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

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***NOTE 20 - SUBSEQUENT EVENTS***

MSA Santa Ana's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 15, 2017, 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 September 6, 2017, Magnolia Property Management, Inc. received funding through California School Finance Authority Charter School Revenue Bonds in the amount of \$25,000,000 (under a loan agreement). Additional Equity Contribution of \$435,668 was provided by Magnolia Property Management, Inc. The total proceeds of the Bond/equity contribution will be used to finance/refinance the acquisition, construction, equipping and/or improvement of projects for "Santa Ana Facility". Total allocation for the project, along with required reserves, is approximately \$4.2 million. Additional costs of issuance and underwriter discount for the entire proceeds were approximately \$935,000.

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***SUPPLEMENTARY INFORMATION***

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**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
JUNE 30, 2017**

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**ORGANIZATION**

Magnolia Science Academy Santa Ana (Charter Number 1686) was granted on August 1, 2014, by the California State Board of Education. MSA Santa Ana operates one school, for students in transitional kindergarten through grade twelve.

**BOARD OF DIRECTORS**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ms. Noel Russell-Unterburger	President	October 10, 2017
Mr. Serdar Orazov	Treasurer	September 9, 2020
Dr. Umit Yapanel, Ph.D.	Secretary	October 10, 2017
Mr. Haim Beliak	Director	February 8, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 2019
Mr. Nguyen Huynh	Director	October 10, 2017
Dr. Remzi Oten, Ph.D.	Director	March 11, 2020
Mr. Saken Sherkhanov	Director	December 11, 2018

**ADMINISTRATION**

Caprice Young, Ed.D.	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

See accompanying note to supplementary information.



**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	213.67	212.43
Sixth	163.40	162.86
Seventh and eighth	127.67	127.21
Ninth through twelfth	105.99	107.06
Total Regular ADA	<u>610.73</u>	<u>609.56</u>
Classroom based ADA		
Transitional kindergarten through third	213.67	212.43
Sixth	163.40	162.86
Seventh and eighth	127.67	127.21
Ninth through twelfth	105.99	107.06
Total Classroom based ADA	<u>610.73</u>	<u>609.56</u>

MSA Santa Ana did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**  
**(A California Nonprofit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2017**

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Grade Level	1986-87 Minutes Requirement	2016-17 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Kindergarten	36,000	62,110	181	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		58,490	181	N/A	Complied
Grade 2		58,490	181	N/A	Complied
Grade 3		58,490	181	N/A	Complied
Grades 4 - 6	54,000				
Grade 4		58,490	181	N/A	Complied
Grade 5		58,490	181	N/A	Complied
Grades 6 - 8	54,000				
Grade 6		65,535	181	N/A	Complied
Grade 7		65,535	181	N/A	Complied
Grade 8		65,535	181	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		65,535	181	N/A	Complied
Grade 10		65,535	181	N/A	Complied
Grade 11		65,535	181	N/A	Complied
Grade 12		65,535	181	N/A	Complied

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2017**

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Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

**NET ASSETS**

Balance, June 30, 2017, Unaudited Actuals	\$ 7,876,171
Increase (Decrease) in:	
Accounts receivable	41,209
Intra-company receivable	15,416
Prepaid expenses and other current assets	(35,106)
Fixed assets	58,746
Security deposits	19,690
(Increase) Decrease in:	
Accounts payable and accruals	(355,290)
Intra-company payable	281,187
Long-term obligations	(25,011)
Balance, June 30, 2017, Audited Financial Statement	<u>\$ 7,877,012</u>

See accompanying note to supplementary information.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION  
JUNE 30, 2017**

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***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 MSA Santa Ana. 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 MSA Santa Ana and whether MSA Santa Ana 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 net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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***INDEPENDENT AUDITOR'S REPORTS***

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**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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**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) which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2017.

**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 MSA Santa Ana'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 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 MSA Santa Ana'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 Ana's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Vannink, Tein, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

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## **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 (MSA Santa Ana) compliance with the types of compliance requirements as identified in the *2016-2017 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 Ana's State government programs as noted below for the year ended June 30, 2017.

### ***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 Ana'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 *2016-2017 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 Ana'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 Ana's compliance with those requirements.

### ***Unmodified Opinion on Each of the Programs***

In our opinion, MSA Santa Ana 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, 2017.



**Other Matters**

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA Santa Ana's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
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
Mental Health Expenditures	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
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
<b>CHARTER SCHOOLS</b>	
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 Ana did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

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.

The Charter School did not have expenditures of Charter School Facility Grant Program funds; therefore, we did not perform any related procedures.

*Vannink, Tim, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2016

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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**SUMMARY OF AUDITOR'S RESULTS  
FOR THE YEAR ENDED JUNE 30, 2017**

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**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)**

**FINANCIAL STATEMENT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2017**

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None reported.

**MAGNOLIA SCIENCE ACADEMY SANTA ANA  
(A California Nonprofit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2017**

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There were no audit findings reported in the prior year.



**VAVRINEK, TRINE, DAY & CO., LLP**  
Certified Public Accountants

**VALUE THE** *difference*

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, 2017, 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 MSA Santa Ana for the year ended June 30, 2017.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
December 15, 2017



# Cover Sheet

## Charter Impact - STRS Analysis Agreement

**Section:** III. Action Items  
**Item:** B. Charter Impact - STRS Analysis Agreement  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III.B- Charter Impact STRS Project.pdf



Board Agenda Item #	III. B- Action Items
Date:	January 18, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Charter Impact – STRS Analysis Agreement

### **Proposed Board Recommendation**

I move that the board authorize Dr. Caprice Young, CEO and Superintendent of Magnolia Public Schools (MPS) to negotiate and sign contract agreement between MPS and Charter Impact.

### **Background**

MPS is seeking a firm to review, analyze and adjust any incorrect STRS data for all MPS employees reported to County Offices and CALSTRS. The scope of the services includes analyzing data to prepare, correct, report and submit necessary adjustments and corrections covering fiscal years 2012-13 through 2016-17.

A Request for Proposal (RFP) was posted on December 21, 2017 with a closing date of January 5, 2018.

We only received one proposal from Charter Impact. MPS CEO and CFO had discussed the project coverage and expectations with Charter Impact President and CEO. The firm is fully aware of the sensitive and critical nature of the project.

### **Budget Implications**

Period Covered 2012-13 through 2016-17 = 5 fiscal years

Estimated number of MPS employees per fiscal year under STRS = 222 employees

Total Number of Schools (LACOE and OCOE) = 9 school sites

Estimated Cost per school per year = \$3,050.00

Total estimated cost of the project = \$137,625.

This expenditure is not included in the 2017-18 board approved budget.

### **Funding Source**

Long Term Reserves for each school site.

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

Completion of the project will provide correct STRS records and ensure accurate service credits to all past and current MPS employees.

**Name of Staff Originator:**

Nanie Montijo, Chief Financial Officer

**Attachments (1)**

Charter Impact Proposal

# charter impact

## PROPOSAL FOR PROJECT-BASED SUPPORT



**CHARTER IMPACT**  
**15760 VENTURA BLVD., SUITE 960**  
**ENCINO, CA 91436**  
**888.474.0322**



December 22, 2017

Dr. Caprice Young, EdD  
Chief Executive Officer and Superintendent  
Magnolia Public Schools  
250 E. 1<sup>st</sup>. Street, Suite 1500  
Los Angeles, CA 90012

Dear Dr. Young:

Thank you for the opportunity to submit a proposal for consulting services for Magnolia Public Schools. We are thrilled at the possibility of working with you. Charter Impact provides a variety of business management services to charter schools and non-profit organizations nationally and we pride ourselves on our hands-on approach and top-notch customer service.

Our team is well-versed and experienced with the needs of charter schools, CMO's and complex organizational structures and we offer customized solutions accordingly. The company's style combines a professional and friendly feel, with personalized service being our number one priority. Our goal is to provide timely and accurate financial reporting as well as insight and guidance in a way that only an experienced financial advisor and CPA can. We also focus on providing the professional development and tools necessary to empower board members and executives to make the best business decisions possible for their organization.

Please contact me with any questions or comments regarding our proposal or our services. We are very excited about the opportunity to partner with your organization and greatly look forward to hearing back from you.

Sincerely,

A handwritten signature in black ink, appearing to read "Spencer C. Styles".

Spencer C. Styles, C.P.A., M.P.A.  
President and CEO  
Charter Impact, Inc.

# Contents

**Collaboration as a Management Solution .....1**  
**References .....2**  
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**Services Proposed .....5**  
**Term and Fees .....6**

“The Charter Impact team has an uncanny ability to break down complex financial information. They do a great job balancing prudent fiscal management with creative problem-solving.”

.....  
**VALERIE BRAIMAH, EXECUTIVE DIRECTOR**  
CITY CHARTER SCHOOLS



## Collaboration as a Management Solution

Managing a charter school and providing specialized education to your local community is a righteous endeavor and one that only a team of highly qualified educators can tackle. However, navigating the financial and operational side of the organization can be a daunting task. School funding, regulations and reporting are constantly changing. Managing and monitoring these areas while staying in compliance with internal controls and avoiding audit findings is labor intensive, and it takes your time away from the classroom. **We can help.**

Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support. Our number one priority is to provide **timely, accurate financial information** with **dependable, responsive customer service** at an affordable cost.

Our model of service resembles more of a hand-in-hand partnership than a “back” office company. **We stand with our clients, not behind them**, and help navigate from start-up through strategic growth and into long-term sustainability. We believe that what separates us from other firms is our ability to go a step beyond producing financial statements. As a team of experienced CPA’s, financial advisors, and other business professionals focused on nothing but charter school and non-profit business management, we can offer the type of high-level professional and personal support that no one else can.

**We highly encourage you to contact our references.** From the perspective of a school leader, they can speak very clearly about what it means to work with a business management firm as a true partner to their mission.



## References

**Laura Herman**, [lherman@tpaa.org](mailto:lherman@tpaa.org), (661) 273-3680

Headmaster, The Palmdale Aerospace Academy, Palmdale, CA

**Valerie Braimah**, [vbraimah@citycharterschool.org](mailto:vbraimah@citycharterschool.org), (818) 877-3557

Executive Director, City Charter Schools, Inc., Los Angeles, CA

**Ben Paul**, [ben@as-as.org](mailto:ben@as-as.org), (323) 938-3232

President and CEO, After-School All-Stars, Serving Students Nationally

**Raul Carranza**, [rcarranza@teachpublicschools.org](mailto:rcarranza@teachpublicschools.org), (323) 754-5500

Superintendent of Schools, TEACH Public Schools, Los Angeles, CA

**Kathleen Brown**, [kathy.brown@newspiritfresno.org](mailto:kathy.brown@newspiritfresno.org), (559) 221-6300

Executive Director, New Spirit Charter Academy, Fresno, CA

**Kristin Kraus**, [kkraus1389@gmail.com](mailto:kkraus1389@gmail.com), (909) 888-3300

Director of Finance and Operations, SOAR Charter Academy, San Bernardino, CA

**Brent Bishop**, [brentbishop@highland-academy.org](mailto:brentbishop@highland-academy.org), (951) 266-0220

Director, Highland Academy Charter School, Beaumont, CA

**Lindsay Sturman**, [lindsay.sturman@gmail.com](mailto:lindsay.sturman@gmail.com),

Founder, Larchmont Charter School,

Valley Charter Schools, City Charter

Schools, Los Angeles, CA

“Charter Impact’s expertise and support have made it possible for us to focus on ensuring that our programs can grow and thrive. They are critical to our ongoing success.”

DR. LAURA HERMAN, HEADMASTER  
PALMDALE AEROSPACE ACADEMY





## Your Project Leads

Below you will find bios for members of our team who will be working directly with your organization and managing the project. For more information on the rest of our leadership team, please visit our website at [www.charterimpact.com](http://www.charterimpact.com).

### **Spencer Styles, C.P.A, M.P.A., President & CEO**

As President and CEO, Spencer spearheads Charter Impact's initiatives and is responsible for the long-term growth and sustainability of the company. In addition to internal operations oversight, Spencer guides new schools through the start-up and grant application process, directs and manages the strategic growth of existing schools, and bolsters established schools in their navigation and execution of facility financing.

Prior to Charter Impact, Spencer was the Vice President of Finance for Alliance College-Ready Public Schools, a network of 28 free public high schools and middle schools serving over 12,000 students in low-income communities in California with historically under-performing schools. His primary areas of concentration included maintaining all accounting systems, designing and implementing the internal control framework, developing cash flow projections and forecasts for organizational growth, and providing guidance on fiscal best practices.

Before working in the charter school world, Spencer was a practitioner in public accounting for several years and has experience leading audits and reviews of privately-held companies, publicly-traded companies, governmental agencies, not-for-profit organizations and employee benefit plans. He has also provided a wide variety of technical consulting including litigation support, due diligence testing for mergers and acquisitions, internal control design and implementation, stock option valuation and Sarbanes Oxley Section 404 compliance and implementation.

Spencer earned a Bachelor of Business Administration in Accounting with a minor in Mathematics, and a Master of Professional Accountancy degree with an emphasis in Finance, both from the University of Wisconsin-Whitewater. He is an actively licensed CPA.



**Maylen Naranjo, M.B.A. – Director of Operations**

Maylen is responsible for the administration of company-wide operations and management of the Payroll team at Charter Impact. She has been working with charter schools in several capacities for over a decade. In 2007, she joined the charter world as a payroll administrator at Partnerships to Uplift Communities (PUC), a non-profit charter school organization consisting of 16 schools serving the Northeast San Fernando Valley and Northeast Los Angeles. While there, she advanced to become the manager of PUC’s Accounting department.

After her time at PUC, Maylen joined the team at a financial management services provider specializing in charter schools, where she played a leading role in managing both client services and personnel. She continues that work here at Charter Impact today, where she oversees and implements efficient operational systems, processes and policies in support of our growing company’s mission and our expanding team. She is passionate about providing excellent service and personalized support to the great organizations we serve, and is confident that the work we do helps these schools offer the best possible education to underserved students.

Maylen earned a Bachelor of Science in Accounting and a Master of Business Administration from the University of Phoenix.



## Services Proposed

Payroll is one of the most sensitive and critical areas of an organization's business office. Our payroll team is well versed in the specifics of charter school payroll issues and have the depth of experience to handle any and all processing nuances that inevitably arise. We are also well suited to address historical reporting issues and re-processing of data submissions to STRS. The following is a step-by-step process that we would take in our proposed work with Magnolia Public Schools.

### 1. Charter Impact Responsibilities

- Download requisite reports from CALSTRS, per employee, per month.
- Analyze the resulting data to identify errors by comparing payroll registers against the CALSTRS database.
- Determine the correct salary amount per year that should have been reported using reports provided (or by analyzing pay trends where reports are not available).
- Determine if there are any other earnings such as stipends that were incorrectly reported and require correction.
- Create a tracking tool in Excel that reverses the incorrectly reported earnings using the identical coding that was initially reported.
  - Note: This process must be done separately by employee, by month.
- Calculate the correct earnings to be reported per employee per month.
- Prepare separate correction reports for each school by year.
- Submit the reversing and corrected data for each month to Hess & Associates for conversion to LACOE format, then subsequently submit to LACOE for final submission through to CALSTRS.

### 2. Magnolia Public Schools Responsibilities

- Provide Charter Impact a CALSTRS login that allows access to all schools requiring STRS corrections.
- Provide copies of check registers for all periods being corrected including names and social security numbers for all employees.
- Ensure staff with the most knowledge regarding employee pay/employee records are available to answer questions that may arise during the analysis of the information provided.
- Approve any and all estimated calculations to be submitted where original payroll data is not available.



## Term and Fees

The term of the initial contract would be from January 1, 2018 through the completion of the project and would be cancellable with 30 days' notice.

### Estimated Time

Based on the steps involved, we estimate it will take 1.50 hours per employee per year (or 37.50 hours per school, per year on average). The estimated hours below is based on the last 5 years for each school (2012-13 – 2016-17). Additional years can be added using the same time estimate of 1.5 hours per employee per year.

Total Employees per Year	222
# of Years	5
Total Employee-Years	1,110
Correction Time / Employee / Year	1.50
<b>Total Project Hours</b>	<b>1,665</b>

### Estimated Cost

Proposed fees for services would be based on the actual time incurred. Due to the size of the project, we will offer a 25% reduction in our standard hourly rates.

Level	Standard Rate	Discounted Rate
Clerk	<del>\$100.00</del>	\$75.00
Staff/Associate	<del>\$150.00</del>	\$112.50
Senior	<del>\$175.00</del>	\$131.25
Director	<del>\$200.00</del>	\$150.00
Executive	<del>\$250.00</del>	\$187.50

Position	Hours	Rate	Total
Clerk	1,665	\$75.00	\$124,875
Director (5% for oversight)	85	\$150.00	\$12,750
<b>Estimated Total Cost</b>			<b>\$137,625</b>
<i>Total cost per school, per year</i>			<i>\$3,050</i>

"The Charter Impact team has been extremely attentive and patient. They are willing to go above and beyond so we truly understand our budget and how funding works."

KRISTIN KRAUS, DIRECTOR OF FINANCE & OPERATIONS  
SOAR CHARTER ACADEMY

# Cover Sheet

## Financial Update- November 2017

**Section:** IV. Discussion Items  
**Item:** A. Financial Update- November 2017  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MPS November'17 Financial Presentation v2.pdf



Business and Development Specialists  
for Charter Schools

## MEMORANDUM

TO: Caprice Young, CEO, Magnolia Public Schools  
FROM: EdTec  
SUBJECT: November 2017 Financial Presentation  
DATE: 01/18/2018

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**SUMMARY OF RESULTS – Board Approved Budget vs. Current Forecast**

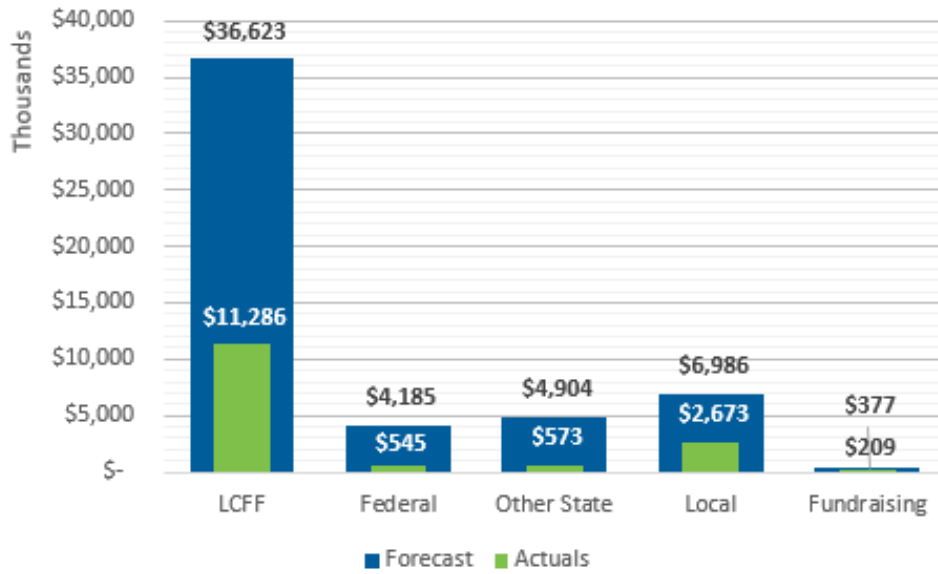
	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	2,140,619	3,534,430	2,856,535	11,285,569	38,117,866	36,623,406	36,623,406	-	25,337,837	31%
Federal Revenue	110,429	352,692	33,249	545,020	4,008,196	4,165,717	4,184,862	19,145	3,639,842	13%
Other State Revenues	111,234	155,230	125,756	573,123	4,320,287	4,851,178	4,904,102	52,925	4,330,979	12%
Local Revenues	532,709	563,795	425,803	2,672,837	6,843,121	6,968,246	6,985,604	17,358	4,312,768	38%
Fundraising and Grants	18,240	46,799	30,534	209,323	218,766	334,622	377,423	42,801	168,101	55%
<b>Total Revenue</b>	<b>2,913,231</b>	<b>4,652,946</b>	<b>3,471,875</b>	<b>15,285,872</b>	<b>53,508,235</b>	<b>52,943,169</b>	<b>53,075,398</b>	<b>132,229</b>	<b>37,789,526</b>	<b>29%</b>
<b>Expenses</b>										
Compensation and Benefits	2,307,893	2,501,841	2,247,831	10,248,732	27,669,640	27,394,485	27,465,318	(70,832)	17,216,586	37%
Books and Supplies	177,609	316,131	184,109	971,773	3,378,007	3,452,274	3,490,970	(38,696)	2,519,196	28%
Services and Other Operating Expenditures	1,081,420	1,614,523	926,269	6,011,960	19,443,993	19,177,725	19,239,040	(61,315)	13,227,079	31%
Depreciation	111,179	55,239	9,880	328,691	957,438	965,796	965,795	1	637,104	34%
Other Outflows	81,794	-	40,228	127,298	173,107	173,107	173,107	-	45,810	74%
<b>Total Expenses</b>	<b>3,759,895</b>	<b>4,487,735</b>	<b>3,408,317</b>	<b>17,688,454</b>	<b>51,622,185</b>	<b>51,163,387</b>	<b>51,334,230</b>	<b>(170,842)</b>	<b>33,645,775</b>	<b>34%</b>
<b>Operating Income</b>	<b>(846,665)</b>	<b>165,211</b>	<b>63,558</b>	<b>(2,402,582)</b>	<b>1,886,051</b>	<b>1,779,782</b>	<b>1,741,169</b>	<b>(38,613)</b>	<b>4,143,751</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					21,757,882	21,757,882	21,757,882			
Audit Adjustment					-	-	(440,274)			
Operating Income					1,886,051	1,779,782	1,741,169			
<b>Ending Fund Balance</b>					<b>23,643,933</b>	<b>23,537,664</b>	<b>23,058,777</b>			

	Nov Forecast											
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
<b>SUMMARY</b>												
<b>Revenue</b>												
LCFF Entitlement	5,484,674	4,574,891	4,481,571	1,731,925	1,929,828	1,476,568	2,628,620	4,594,558	6,751,562	2,969,208	-	36,623,406
Federal Revenue	1,137,088	514,733	516,116	240,861	254,018	175,300	253,208	338,348	623,680	131,511	-	4,184,862
Other State Revenues	1,069,487	429,271	534,417	166,724	210,978	221,389	593,505	618,728	627,530	432,072	-	4,904,102
Local Revenues	69,650	40,687	43,878	24,402	137,195	2,149	39,306	36,509	67,812	80,317	6,443,700	6,985,604
Fundraising and Grants	68,185	23,464	13,575	4,017	2,017	14,749	12,898	22,236	48,358	33,051	134,875	377,423
<b>Total Revenue</b>	<b>7,829,084</b>	<b>5,583,046</b>	<b>5,589,557</b>	<b>2,167,928</b>	<b>2,534,035</b>	<b>1,890,155</b>	<b>3,527,536</b>	<b>5,610,380</b>	<b>8,118,941</b>	<b>3,646,159</b>	<b>6,578,575</b>	<b>53,075,398</b>
<b>Expenses</b>												
Compensation and Benefits	3,551,675	3,179,649	2,834,932	1,085,264	1,461,162	1,182,176	1,672,036	2,754,623	4,497,127	2,199,259	3,047,415	27,465,318
Books and Supplies	535,421	400,296	469,259	171,154	275,985	130,350	207,228	416,576	692,539	125,902	66,261	3,490,970
Services and Other Operating Expenditures	2,878,644	1,853,527	2,111,409	836,163	708,687	514,219	1,467,577	2,207,990	2,225,202	1,435,255	3,000,367	19,239,040
Depreciation	153,345	51,413	20,196	15,656	18,908	28,726	44,909	96,064	505,350	30,295	933	965,795
Other Outflows	-	-	-	-	-	-	-	-	173,107	-	-	173,107
<b>Total Expenses</b>	<b>7,119,084</b>	<b>5,484,885</b>	<b>5,435,796</b>	<b>2,108,236</b>	<b>2,464,743</b>	<b>1,855,471</b>	<b>3,391,750</b>	<b>5,475,253</b>	<b>8,093,325</b>	<b>3,790,711</b>	<b>6,114,976</b>	<b>51,334,230</b>
<b>Operating Income</b>	<b>710,000</b>	<b>98,162</b>	<b>153,761</b>	<b>59,692</b>	<b>69,293</b>	<b>34,684</b>	<b>135,787</b>	<b>135,127</b>	<b>25,616</b>	<b>(144,552)</b>	<b>463,598</b>	<b>1,741,169</b>
<b>Fund Balance</b>												
Beginning Balance (Unaudited)	3,592,121	986,884	659,803	917,537	1,212,490	1,119,974	901,012	3,045,002	7,875,025	1,189,492	258,542	21,757,882
Audit Adjustment	(205,846)	(89,798)	(27,842)	112,622	163,067	138,947	111,318	321,397	1,987	59,194	(1,025,320)	(440,274)
Beginning Balance (Audited)	3,386,275	897,086	631,961	1,030,159	1,375,557	1,258,921	1,012,330	3,366,399	7,877,012	1,248,686	(766,778)	21,317,608
Operating Income	710,000	98,162	153,761	59,692	69,293	34,684	135,787	135,127	25,616	(144,552)	463,598	1,741,169
<b>Ending Fund Balance</b>	<b>4,096,275</b>	<b>995,248</b>	<b>785,722</b>	<b>1,089,851</b>	<b>1,444,850</b>	<b>1,293,605</b>	<b>1,148,117</b>	<b>3,501,526</b>	<b>7,902,629</b>	<b>1,104,133</b>	<b>(303,180)</b>	<b>23,058,775</b>
<b>Total Revenue Per ADA</b>	14,988	12,374	12,617	12,698	12,799	11,955	12,584	11,704	11,475	9,329	-	13,962
<b>Total Expenses Per ADA</b>	13,629	12,156	12,270	12,348	12,449	11,735	12,100	11,422	11,439	9,699	-	13,504
<b>Operating Income Per ADA</b>	1,359	218	347	350	350	219	484	282	36	(370)	-	458

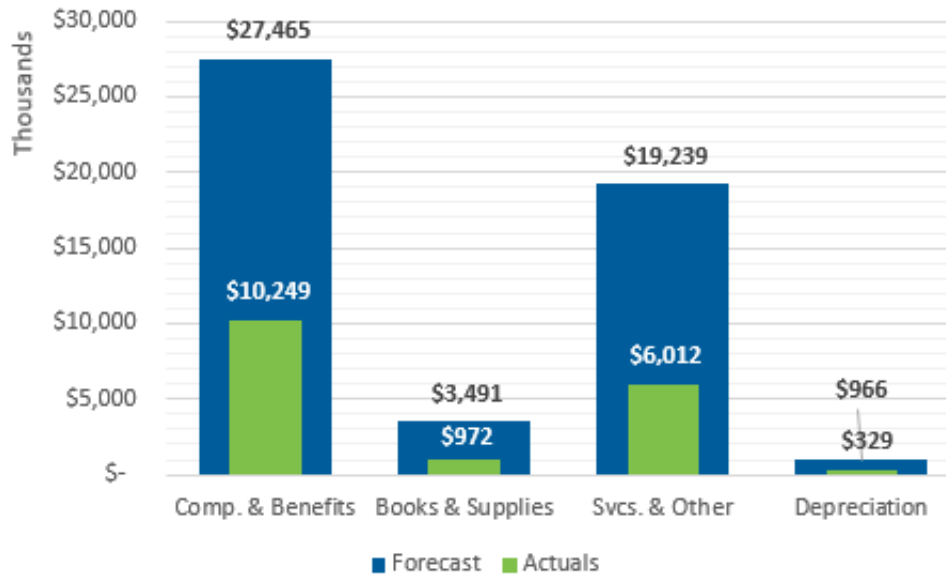
Consolidated Net Income is forecasted for the year at \$1,741,169; This is a \$38.6K decrease from the board approved budget.



### FORECAST VS. ACTUALS – REVENUES



### FORECAST VS. ACTUALS – EXPENSES



## CASH FLOW SUMMARY



The ending cash balance at 11/30/17 was \$9.6M, and the projected ending cash balance at 6/30/18 is \$8.0M.

See the following page for forecasted net operating reserves and amounts available for operations.

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	TOTAL	
Net Assets - Unaudited 6/30/17	258,542	3,592,121	986,884	659,803	917,537	1,212,490	1,119,974	901,012	3,045,002	7,875,025	1,189,492	21,757,882	
Audit adjustments (AJEs):	(1,025,320)	(205,846)	(89,798)	(27,842)	112,622	163,067	138,947	111,318	321,397	1,987	59,194	(440,274)	
Net Assets - after AJEs 6/30/17	(766,778)	3,386,275	897,086	631,961	1,030,159	1,375,557	1,258,921	1,012,330	3,366,399	7,877,012	1,248,686	21,317,608	
Net Income FY17-18, Forecasted	463,598	710,000	98,162	153,761	59,692	69,293	34,684	135,787	135,127	25,616	(144,552)	1,741,169	
<b>Net Assets 6/30/18, Forecasted</b>	<b>(303,180)</b>	<b>4,096,275</b>	<b>995,248</b>	<b>785,722</b>	<b>1,089,851</b>	<b>1,444,849</b>	<b>1,293,605</b>	<b>1,148,117</b>	<b>3,501,526</b>	<b>7,902,628</b>	<b>1,104,134</b>	<b>23,058,774</b>	
Less:													
Invested in fixed assets	17,123	39,497	133,322	76,786	47,204	31,623	45,409	25,115	157,582	17,604,215	288,700	18,466,575	
Invested in other long-term assets	-	161,923	-	-	-	-	-	-	-	75,554	198,191	435,668	
Reserve for economic Uncertainties	5.0%	305,749	355,954	274,244	271,790	105,412	123,237	92,774	169,587	273,763	404,666	2,566,712	
Restricted (as of 6/30/17):													
Prop 39 Clean Energy	2013-14	-	53,188	48,992	48,907	47,167	53,216	51,109	52,741	57,367	-	51,160	463,848
Educator Effectiveness Grant	2015-16	-	18,193	13,778	3,093	13,404	493	-	-	-	3,567	27,331	79,859
College Readiness	2016-17	-	61,502	45,860	61,324	62,733	-	-	-	-	34,208	-	265,627
NSLP	2016-17	-	33,347	-	-	-	-	3,203	-	-	-	-	36,550
Title I	2016-17	-	-	-	-	-	17,151	-	-	-	-	-	17,151
Prop 1D	2015-16	-	-	-	-	-	-	-	-	-	95,590	106,607	202,197
<b>Total Net assets invested or reserved</b>	<b>322,872</b>	<b>723,604</b>	<b>516,196</b>	<b>461,900</b>	<b>275,920</b>	<b>225,721</b>	<b>192,495</b>	<b>247,443</b>	<b>488,712</b>	<b>18,217,800</b>	<b>861,524</b>	<b>22,534,187</b>	
<b>Net Assets available for operations</b>	<b>(626,052)</b>	<b>3,372,671</b>	<b>479,051</b>	<b>323,822</b>	<b>813,930</b>	<b>1,219,129</b>	<b>1,101,110</b>	<b>900,673</b>	<b>3,012,814</b>	<b>(10,315,172)</b>	<b>242,609</b>	<b>524,588</b>	
	-10.24%	47.38%	8.73%	5.96%	38.61%	49.46%	59.34%	26.55%	55.03%	-127.45%	6.40%	1.02%	

## ACCOMPLISHMENTS

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- Audit complete
- All 1<sup>st</sup> interims completed on time
- LAUSD oversight documents ready to go for visit in February
- Favorable MSA-SD oversight visit

## OPPORTUNITIES AND RISKS

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### ***STRS/PERS Corrections (financial impact unknown)***

MPS management believes there are prior year STRS and PERS eligibility inaccuracies which, when corrected, would result in additional expense for the organization. Further analysis is needed to determine the order of magnitude of this potential liability. Any known errors related to current year eligibility or rate variances have been corrected.

**Result:** MERF's consultant completed the analysis and submitted corrections for one site, MSA-San Diego. Amounts have been included in the FY17-18 budgets for each site for the estimated cost of this consulting, but not for the cost of the errors and any resulting penalties or interest. These amounts, once known, will need to be added to the revised budgets. The known MSA-SD expense has been added to the November forecast.

### ***ADA (positive financial impact)***

ADA is trending +23 ahead of budget overall, with 6 sites trending over budget and 4 sites trending under budget—budget revision at 2<sup>nd</sup> interim. ADA percentages are very good, at an average of 97.5%

## ADA ANALYSIS

Four schools are trending low in ADA compared to the November Forecast. ADA impacts revenue, and this could negatively affect the budgets for MSA-4, 7, and 8. Month 4 attendance data was not available for MSA-3, and month 3 and 4 attendance were not available MSA-San Diego.

### Magnolia Public Schools

ADA Summary

FY17-18
























As of: **Month 4**

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	Total
Approved Budget Enrollment	543	470	461	176	210	163	292	488	737	405	3,945
Forecasted Enrollment	543	470	461	176	210	163	292	488	737	405	3,945
Enrollment Variance	-	-	-	-	-	-	-	-	-	-	-
Forecasted ADA	522.34	451.20	443.02	170.73	197.98	158.11	280.32	479.34	707.52	390.83	3,801.40
Actual Cumulative ADA	528.58	452.32	445.31	168.08	200.13	158.04	278.39	474.13	725.54	394.37	3,824.88
<b>ADA Variance %</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>-1.6%</b>	<b>1%</b>	<b>0%</b>	<b>-1%</b>	<b>-1%</b>	<b>3%</b>	<b>1%</b>	<b>0.62%</b>
<b>ADA Variance</b>	<b>6.23</b>	<b>1.12</b>	<b>2.29</b>	<b>(2.65)</b>	<b>2.14</b>	<b>(0.07)</b>	<b>(1.93)</b>	<b>(5.21)</b>	<b>18.02</b>	<b>3.54</b>	<b>23.49</b>
Actual ADA %	97.48%	96.62%	97.51%	96.06%	97.00%	98.33%	97.01%	97.97%	96.93%	97.24%	97.22%

## EMERGENCY CHECK REQUEST TRACKING

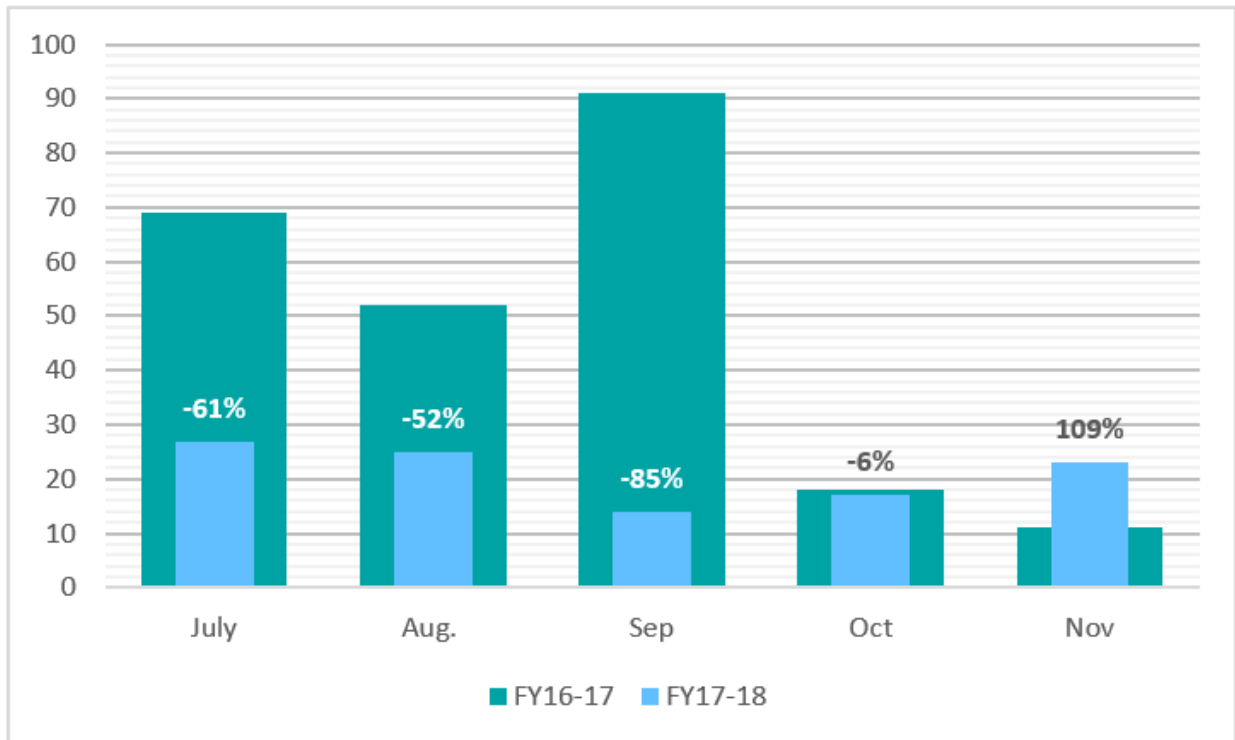
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FY17-18

Site	July	Aug.	Sep	Oct	Nov	Total	Trend
MERF	4	2	0	2	2	10	 
MSA-1	3	2	0	0	3	8	 
MSA-2	10	0	2	0	2	14	 
MSA-3	5	6	0	1	2	14	 
MSA-4	0	3	3	0	2	8	 
MSA-5	0	0	1	0	1	2	
MSA-6	0	2	0	1	5	8	
MSA-7	0	0	0	0	1	1	
MSA-8	0	2	1	0	0	3	 
MSA-SA	2	5	3	2	3	15	  
MSA-SD	3	3	4	11	2	23	  
<b>Total</b>	<b>27</b>	<b>25</b>	<b>14</b>	<b>17</b>	<b>23</b>	<b>106</b>	  

Emergency check requests have increased 43% since October. ECRs were more than 20, so an additional charge was incurred.

### Year-to-Year Comparison



Emergency check requests have decreased significantly compared to last fiscal year, however did see an increase in November.

## MAGNOLIA SCIENCE ACADEMY – 1

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	270,727	594,809	416,623	1,663,332	5,459,002	5,484,674	5,484,674	-	3,821,342	30%
Federal Revenue	22,279	72,370	-	94,649	1,088,351	1,135,781	1,137,088	1,307	1,150,438	8%
Other State Revenues	340	10,046	1,704	11,190	890,794	1,058,131	1,069,487	11,356	1,058,297	1%
Local Revenues	1,469	12,528	760	14,808	69,650	69,650	69,650	0	54,843	21%
Fundraising and Grants	13,289	8,610	6,499	29,084	65,000	68,185	68,185	-	39,101	43%
<b>Total Revenue</b>	<b>308,104</b>	<b>698,362</b>	<b>425,586</b>	<b>1,813,063</b>	<b>7,572,797</b>	<b>7,816,421</b>	<b>7,829,084</b>	<b>12,663</b>	<b>6,124,021</b>	<b>23%</b>
<b>Expenses</b>										
Compensation and Benefits	271,035	314,731	298,301	1,267,562	3,515,834	3,547,324	3,551,675	(4,351)	2,284,112	36%
Books and Supplies	33,801	34,778	28,353	125,472	514,102	528,813	535,421	(6,608)	409,949	23%
Services and Other Operating Expenditures	186,500	232,357	193,633	949,806	3,276,235	2,876,940	2,878,644	(1,704)	1,928,839	33%
Depreciation	16,541	13,800	(46,667)	7,007	153,345	153,345	153,345	-	146,338	5%
Other Outflows	(816)	-	3,597	3,597	-	-	-	-	(3,597)	
<b>Total Expenses</b>	<b>507,060</b>	<b>595,665</b>	<b>477,217</b>	<b>2,353,444</b>	<b>7,459,516</b>	<b>7,106,422</b>	<b>7,119,084</b>	<b>(12,663)</b>	<b>4,765,641</b>	<b>33%</b>
<b>Operating Income</b>	<b>(198,956)</b>	<b>102,697</b>	<b>(51,631)</b>	<b>(540,380)</b>	<b>113,281</b>	<b>710,000</b>	<b>710,000</b>	<b>0</b>	<b>1,358,380</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					3,592,121	3,592,121	3,592,121			
Audit Adjustment					-	-	(205,846)			
Operating Income					113,281	710,000	710,000			
<b>Ending Fund Balance</b>					<b>3,705,403</b>	<b>4,302,121</b>	<b>4,096,275</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$710,000**; no change from the approved budget.

## FORECAST CHANGES

MSA-1 saw an increase in prior year state revenue adjustment of \$12K, due to FY16-17 funds received in excess of amounts than accrued. These increases in revenue were offset by an increase in materials and supplies, and equipment lease expenses for the same amount through approved budget transfer.



## MAGNOLIA SCIENCE ACADEMY -2

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	217,660	478,312	332,720	1,338,645	4,724,787	4,574,891	4,574,891	-	3,236,246	29%
Federal Revenue	-	64,686	-	64,686	454,654	514,733	514,733	(0)	450,047	13%
Other State Revenues	1,094	13,806	-	14,130	359,588	415,325	429,270	13,944	415,140	3%
Local Revenues	-	3,940	-	3,940	58,680	37,173	40,687	3,514	36,747	10%
Fundraising and Grants	964	7,720	936	10,804	20,550	23,464	23,464	-	12,660	46%
<b>Total Revenue</b>	<b>219,718</b>	<b>568,464</b>	<b>333,656</b>	<b>1,432,205</b>	<b>5,618,259</b>	<b>5,565,586</b>	<b>5,583,045</b>	<b>17,458</b>	<b>4,150,840</b>	<b>26%</b>
<b>Expenses</b>										
Compensation and Benefits	251,015	265,435	249,082	1,117,551	3,110,910	3,179,649	3,179,649	-	2,062,098	35%
Books and Supplies	27,923	9,469	53,051	122,161	400,942	384,759	400,296	(15,536)	278,134	31%
Services and Other Operating Expenditures	111,740	117,795	148,821	617,304	1,923,796	1,851,605	1,853,527	(1,923)	1,236,224	33%
Depreciation	9,323	(1,973)	4,696	23,479	51,413	51,413	51,413	0	27,934	46%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>400,001</b>	<b>390,725</b>	<b>455,650</b>	<b>1,880,495</b>	<b>5,487,060</b>	<b>5,467,426</b>	<b>5,484,885</b>	<b>(17,459)</b>	<b>3,604,390</b>	<b>34%</b>
<b>Operating Income</b>	<b>(180,283)</b>	<b>177,738</b>	<b>(121,994)</b>	<b>(448,289)</b>	<b>131,198</b>	<b>98,160</b>	<b>98,160</b>	<b>(0)</b>	<b>546,450</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					986,884	986,884	986,884			
Audit Adjustment					-	-	(89,798)			
Beginning Balance (Audited)					986,884	986,884	897,086			
Operating Income					131,198	98,160	98,160			
<b>Ending Fund Balance</b>					<b>1,118,082</b>	<b>1,085,044</b>	<b>995,246</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$98,160**; no change from the approved budget.

## FORECAST CHANGES

MSA-2's revenues increased \$17k from prior month forecast due to FY16-17 revenues coming in higher than accruals, and all were offset by approved budget transfers in books and services.

### MAGNOLIA SCIENCE ACADEMY -3

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	217,495	476,739	332,619	1,336,337	4,463,366	4,481,571	4,481,571	-	3,145,234	30%
Federal Revenue	1,794	47,932	-	49,726	485,007	516,116	516,116	-	466,390	10%
Other State Revenues	1,632	10,444	-	11,313	447,300	523,834	534,418	10,584	523,105	2%
Local Revenues	-	4,306	1,233	6,239	40,578	40,578	43,878	3,300	37,639	14%
Fundraising and Grants	-	1,332	6,728	8,060	19,617	13,575	13,575	-	5,515	59%
<b>Total Revenue</b>	<b>220,921</b>	<b>540,753</b>	<b>340,581</b>	<b>1,411,676</b>	<b>5,455,868</b>	<b>5,575,674</b>	<b>5,589,558</b>	<b>13,884</b>	<b>4,177,883</b>	<b>25%</b>
<b>Expenses</b>										
Compensation and Benefits	250,751	260,363	236,045	1,084,336	2,824,322	2,834,932	2,834,932	-	1,750,597	38%
Books and Supplies	12,440	17,443	35,166	107,587	434,314	455,677	469,259	(13,583)	361,673	23%
Services and Other Operating Expenditures	101,902	179,381	145,182	652,829	2,058,008	2,111,108	2,111,409	(300)	1,458,580	31%
Depreciation	3,183	5,220	3,183	19,989	19,096	20,196	20,196	-	207	99%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>368,275</b>	<b>462,407</b>	<b>419,575</b>	<b>1,864,740</b>	<b>5,335,741</b>	<b>5,421,913</b>	<b>5,435,796</b>	<b>(13,883)</b>	<b>3,571,056</b>	<b>34%</b>
<b>Operating Income</b>	<b>(147,354)</b>	<b>78,345</b>	<b>(78,994)</b>	<b>(453,065)</b>	<b>120,127</b>	<b>153,761</b>	<b>153,762</b>	<b>0</b>	<b>606,827</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					659,803	659,803	659,803			
Audit Adjustment					-	-	(27,842)			
Operating Income					120,127	153,761	153,762			
<b>Ending Fund Balance</b>					<b>779,930</b>	<b>813,564</b>	<b>785,723</b>			

### SUMMARY OF RESULTS

Forecasting a net income of **\$153,762**; no change from the approved budget.

### FORECAST CHANGES

MSA-3's food sales are trending higher than budgeted by \$3K, received \$10k more FY16-17 revenue than was accrued, and there was a small increase in other local revenue from a field trip that was not budgeted. These increases in revenue are offset by increases in food, instructional materials, and field trip expenses based on approved budget transfers.

## MAGNOLIA SCIENCE ACADEMY - 4

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	92,774	206,243	141,654	573,037	1,875,756	1,731,925	1,731,925	-	1,158,888	33%
Federal Revenue	3,193	19,388	9,411	38,564	259,640	234,372	240,861	6,489	202,297	16%
Other State Revenues	8,638	8,538	8,538	44,551	150,859	166,940	166,724	(216)	122,173	27%
Local Revenues	487	1,017	318	1,822	22,035	22,385	24,402	2,017	22,580	7%
Fundraising and Grants	887	-	741	2,528	3,000	4,017	4,017	-	1,489	63%
<b>Total Revenue</b>	<b>105,979</b>	<b>235,186</b>	<b>160,661</b>	<b>660,501</b>	<b>2,311,290</b>	<b>2,159,639</b>	<b>2,167,928</b>	<b>8,289</b>	<b>1,507,427</b>	<b>30%</b>
<b>Expenses</b>										
Compensation and Benefits	83,239	86,730	80,447	370,060	1,337,560	1,085,264	1,085,264	-	715,204	34%
Books and Supplies	10,117	9,428	17,781	41,375	113,174	169,842	171,154	(1,312)	129,778	24%
Services and Other Operating Expenditures	33,798	60,417	49,426	195,396	789,378	829,185	836,163	(6,978)	640,766	23%
Depreciation	5,760	3,270	1,305	14,910	15,656	15,656	15,656	-	746	95%
Other Outflows	-	-	1,603	1,603	-	-	-	-	(1,603)	
<b>Total Expenses</b>	<b>132,914</b>	<b>159,845</b>	<b>150,563</b>	<b>623,345</b>	<b>2,255,768</b>	<b>2,099,947</b>	<b>2,108,236</b>	<b>(8,289)</b>	<b>1,484,891</b>	<b>30%</b>
<b>Operating Income</b>	<b>(26,934)</b>	<b>75,341</b>	<b>10,099</b>	<b>37,156</b>	<b>55,522</b>	<b>59,692</b>	<b>59,692</b>	<b>0</b>	<b>22,536</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					917,537	917,537	917,537			
Audit Adjustment					-	-	112,622			
Operating Income					55,522	59,692	59,692			
<b>Ending Fund Balance</b>					<b>973,059</b>	<b>977,229</b>	<b>1,089,851</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$59,692**; no change from the approved budget.

## FORECAST CHANGES

MSA-4 increased by \$6.5K in other federal revenue for prior year CSFIG, which was higher than accrued. Food sales were trending higher than forecasted by \$1K. This was offset by increases in food and equipment lease expenses through approved budget transfers.

## MAGNOLIA SCIENCE ACADEMY - 5

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	135,451	186,768	130,184	574,437	1,939,936	1,929,828	1,929,828	-	1,355,390	30%
Federal Revenue	3,475	12,747	9,117	31,550	226,461	247,827	254,018	6,191	222,468	12%
Other State Revenues	10,366	8,658	8,553	45,546	180,136	210,305	210,978	673	165,432	22%
Local Revenues	-	1,017	-	1,017	28,536	136,178	137,195	1,017	136,178	1%
Fundraising and Grants	-	-	-	-	1,000	2,017	2,017	-	2,017	0%
<b>Total Revenue</b>	<b>149,292</b>	<b>209,190</b>	<b>147,854</b>	<b>652,551</b>	<b>2,376,069</b>	<b>2,526,155</b>	<b>2,534,035</b>	<b>7,881</b>	<b>1,881,485</b>	<b>26%</b>
<b>Expenses</b>										
Compensation and Benefits	124,679	142,144	128,516	547,975	1,399,666	1,461,162	1,461,162	0	913,188	38%
Books and Supplies	29,052	34,170	2,879	83,494	225,109	274,711	275,985	(1,275)	192,492	30%
Services and Other Operating Expenditures	12,850	33,462	36,947	140,197	675,372	702,081	708,687	(6,606)	568,490	20%
Depreciation	20,393	(11,008)	1,433	13,684	11,400	18,908	18,908	-	5,224	72%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>186,974</b>	<b>198,768</b>	<b>169,776</b>	<b>785,349</b>	<b>2,311,546</b>	<b>2,456,862</b>	<b>2,464,743</b>	<b>(7,881)</b>	<b>1,679,394</b>	<b>32%</b>
<b>Operating Income</b>	<b>(37,682)</b>	<b>10,422</b>	<b>(21,921)</b>	<b>(132,798)</b>	<b>64,523</b>	<b>69,292</b>	<b>69,293</b>	<b>0</b>	<b>202,091</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					1,212,490	1,212,490	1,212,490			
Audit Adjustment					-	-	163,067			
Operating Income					64,523	69,292	69,293			
<b>Ending Fund Balance</b>					<b>1,277,013</b>	<b>1,281,783</b>	<b>1,444,850</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$69,293**; no change from the approved budget.

## FORECAST CHANGES

Other federal revenue had an increase due to prior year CSFIG being higher than what was accrued by \$6.2K. This was offset by an increase in equipment lease expenses through approved budget transfer for the same amount.

## MAGNOLIA SCIENCE ACADEMY - 6

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	79,965	174,850	120,684	491,800	1,574,417	1,476,568	1,476,568	-	984,769	33%
Federal Revenue	2,681	21,150	2,681	32,545	170,405	175,300	175,300	-	142,756	19%
Other State Revenues	7,946	7,836	7,836	41,248	220,619	221,334	221,389	55	180,141	19%
Local Revenues	-	949	-	2,149	-	1,200	2,149	949	0	100%
Fundraising and Grants	-	2,732	1,862	6,949	15,000	14,749	14,749	-	7,800	47%
<b>Total Revenue</b>	<b>90,592</b>	<b>207,517</b>	<b>133,063</b>	<b>574,690</b>	<b>1,980,442</b>	<b>1,889,151</b>	<b>1,890,155</b>	<b>1,004</b>	<b>1,315,465</b>	<b>30%</b>
<b>Expenses</b>										
Compensation and Benefits	86,314	100,563	95,263	412,090	1,173,022	1,182,176	1,182,176	-	770,086	35%
Books and Supplies	2,285	3,768	14,099	37,706	127,250	129,346	130,350	(1,003)	92,643	29%
Services and Other Operating Expenditures	23,797	29,697	48,844	174,413	509,765	514,219	514,219	(0)	339,807	34%
Depreciation	2,798	1,648	1,648	9,391	28,726	28,726	28,726	-	19,335	33%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>115,194</b>	<b>135,676</b>	<b>159,854</b>	<b>633,600</b>	<b>1,838,764</b>	<b>1,854,468</b>	<b>1,855,471</b>	<b>(1,004)</b>	<b>1,221,871</b>	<b>34%</b>
<b>Operating Income</b>	<b>(24,602)</b>	<b>71,841</b>	<b>(26,791)</b>	<b>(58,910)</b>	<b>141,678</b>	<b>34,684</b>	<b>34,684</b>	<b>(0)</b>	<b>93,594</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					1,119,974	1,119,974	1,119,974			
Audit Adjustment					-	-	138,947			
Operating Income					141,678	34,684	34,684			
<b>Ending Fund Balance</b>					<b>1,261,652</b>	<b>1,154,658</b>	<b>1,293,605</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$34,684**; no change from the approved budget.

## FORECAST CHANGES

MSA-6 had small increases in prior year expenses and communications for a totale of \$1.6K. These increases were offset by a decrease in office supplies expenses through approved budget transfer of the same amount.

## MAGNOLIA SCIENCE ACADEMY - 7

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	133,471	288,573	201,794	817,393	2,658,045	2,628,620	2,628,620	-	1,811,227	31%
Federal Revenue	4,434	33,650	4,434	52,493	235,853	253,209	253,208	(0)	200,715	21%
Other State Revenues	13,515	12,958	12,958	68,586	564,241	593,416	593,505	89	524,919	12%
Local Revenues	1,074	3,120	692	6,117	53,168	37,408	39,306	1,898	33,189	16%
Fundraising and Grants	70	4,301	991	5,956	11,000	12,898	12,898	-	6,941	46%
<b>Total Revenue</b>	<b>152,563</b>	<b>342,601</b>	<b>220,868</b>	<b>950,544</b>	<b>3,522,307</b>	<b>3,525,550</b>	<b>3,527,536</b>	<b>1,987</b>	<b>2,576,992</b>	<b>27%</b>
<b>Expenses</b>										
Compensation and Benefits	149,441	163,981	141,975	636,572	1,682,985	1,672,274	1,672,036	238	1,035,464	38%
Books and Supplies	11,773	27,482	11,263	77,918	188,317	203,550	207,228	(3,677)	129,309	38%
Services and Other Operating Expenditures	66,254	147,236	46,212	556,901	1,551,087	1,469,029	1,467,577	1,452	910,676	38%
Depreciation	(1,829)	1,691	1,691	12,936	45,159	44,909	44,909	0	31,973	29%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>225,639</b>	<b>340,389</b>	<b>201,141</b>	<b>1,284,327</b>	<b>3,467,548</b>	<b>3,389,763</b>	<b>3,391,750</b>	<b>(1,987)</b>	<b>2,107,422</b>	<b>38%</b>
<b>Operating Income</b>	<b>(73,076)</b>	<b>2,212</b>	<b>19,726</b>	<b>(333,783)</b>	<b>54,759</b>	<b>135,787</b>	<b>135,787</b>	<b>0</b>	<b>469,570</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					901,012	901,012	901,012			
Audit Adjustment					-	-	111,318			
Beginning Balance (Audited)					901,012	901,012	1,012,330			
Operating Income					54,759	135,787	135,787			
<b>Ending Fund Balance</b>					<b>955,771</b>	<b>1,036,799</b>	<b>1,148,117</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$135,787**; no change from the approved budget.

## FORECAST CHANGES

MSA-7's forecasted revenue increased \$2k for local revenues received and not budgeted. These revenues were offset by increases in books and operating expenses per approved budget transfers.

## MAGNOLIA SCIENCE ACADEMY - 8

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	232,507	506,640	352,544	1,427,276	4,656,757	4,594,558	4,594,558	-	3,167,283	31%
Federal Revenue	7,606	67,717	7,606	100,043	304,497	338,348	338,348	-	238,305	30%
Other State Revenues	22,610	30,257	22,230	125,113	528,197	610,544	618,728	8,183	493,615	20%
Local Revenues	-	2,236	-	2,236	34,273	34,273	36,509	2,236	34,273	6%
Fundraising and Grants	-	4,030	708	9,464	20,000	22,236	22,236	-	12,773	43%
<b>Total Revenue</b>	<b>262,723</b>	<b>610,881</b>	<b>383,088</b>	<b>1,664,131</b>	<b>5,543,724</b>	<b>5,599,960</b>	<b>5,610,380</b>	<b>10,420</b>	<b>3,946,248</b>	<b>30%</b>
<b>Expenses</b>										
Compensation and Benefits	219,364	220,457	206,254	936,407	2,782,961	2,727,429	2,754,623	(27,194)	1,818,216	34%
Books and Supplies	3,250	23,209	12,742	83,127	426,715	433,350	416,576	16,774	333,449	20%
Services and Other Operating Expenditures	139,414	136,706	118,655	631,730	2,090,297	2,207,990	2,207,990	-	1,576,259	29%
Depreciation	10,527	5,650	5,650	33,129	96,064	96,064	96,064	-	62,935	34%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>372,555</b>	<b>386,023</b>	<b>343,301</b>	<b>1,684,394</b>	<b>5,396,037</b>	<b>5,464,833</b>	<b>5,475,253</b>	<b>(10,420)</b>	<b>3,790,859</b>	<b>31%</b>
<b>Operating Income</b>	<b>(109,833)</b>	<b>224,857</b>	<b>39,787</b>	<b>(20,262)</b>	<b>147,687</b>	<b>135,127</b>	<b>135,127</b>	<b>(0)</b>	<b>155,389</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					3,045,002	3,045,002	3,045,002			
Audit Adjustment					-	-	321,397			
Operating Income					147,687	135,127	135,127			
<b>Ending Fund Balance</b>					<b>3,192,689</b>	<b>3,180,129</b>	<b>3,501,526</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$135,127**; no change from the approved budget.

## FORECAST CHANGES

MSA-8 had an increase of \$8K in prior year state revenue, which received more than accrued. This was offset by an increase in office supplies of \$2.5K, and a budget transfer from instructional materials and supplies for \$5.5K.

## MAGNOLIA SCIENCE ACADEMY - SA

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	402,777	372,240	603,908	2,019,722	7,467,687	6,751,562	6,751,562	-	4,731,841	30%
Federal Revenue	63,161	5,159	-	68,320	658,206	618,521	623,680	5,159	555,360	11%
Other State Revenues	27,100	27,259	39,528	123,703	585,070	626,911	627,530	619	503,827	20%
Local Revenues	2,241	8,225	2,551	15,763	64,612	67,812	67,812	0	52,048	23%
Fundraising and Grants	3,030	6,107	12,069	21,335	32,446	37,258	48,358	11,100	27,023	44%
<b>Total Revenue</b>	<b>498,309</b>	<b>418,990</b>	<b>658,057</b>	<b>2,248,843</b>	<b>8,808,020</b>	<b>8,102,063</b>	<b>8,118,941</b>	<b>16,878</b>	<b>5,870,099</b>	<b>28%</b>
<b>Expenses</b>										
Compensation and Benefits	453,708	477,002	405,030	1,861,555	4,576,489	4,497,127	4,497,127	-	2,635,572	41%
Books and Supplies	40,561	149,834	3,948	263,050	733,114	679,040	692,539	(13,499)	429,488	38%
Services and Other Operating Expenditures	143,016	234,438	(10,203)	650,673	2,490,994	2,221,823	2,225,202	(3,379)	1,574,529	29%
Depreciation	33,103	33,103	33,103	165,514	505,350	505,350	505,350	-	339,836	33%
Other Outflows	87,070	-	35,028	122,098	173,107	173,107	173,107	-	51,010	71%
<b>Total Expenses</b>	<b>757,457</b>	<b>894,376</b>	<b>466,906</b>	<b>3,062,889</b>	<b>8,479,055</b>	<b>8,076,447</b>	<b>8,093,325</b>	<b>(16,878)</b>	<b>5,030,435</b>	<b>38%</b>
<b>Operating Income</b>	<b>(259,148)</b>	<b>(475,386)</b>	<b>191,151</b>	<b>(814,047)</b>	<b>328,966</b>	<b>25,616</b>	<b>25,616</b>	<b>0</b>	<b>839,663</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					7,875,025	7,875,025	7,875,025			
Audit Adjustment					-	-	1,987			
Operating Income					328,966	25,616	25,616			
<b>Ending Fund Balance</b>					<b>8,203,991</b>	<b>7,900,642</b>	<b>7,902,629</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$25,616**; no change from the approved budget.

## FORECAST CHANGES

MSA-SA had an increase in fundraising of \$11K, which was offset by increase in office supplies and travel and lodging expenses. There was an approved budget transfer from instructional materials and supplies.



## MAGNOLIA SCIENCE ACADEMY - SD

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	357,792	249,255	223,803	1,043,590	3,298,113	2,969,208	2,969,208	-	1,925,618	35%
Federal Revenue	1,806	7,893	-	12,444	125,122	131,511	131,511	-	119,067	9%
Other State Revenues	17,993	25,428	24,409	87,744	393,481	424,437	432,072	7,636	344,328	20%
Local Revenues	-	16,181	162	16,820	78,739	78,739	80,317	1,578	63,497	21%
Fundraising and Grants	-	11,968	-	11,968	31,153	33,051	33,051	-	21,082	36%
<b>Total Revenue</b>	<b>377,591</b>	<b>310,726</b>	<b>248,374</b>	<b>1,172,567</b>	<b>3,926,609</b>	<b>3,636,946</b>	<b>3,646,159</b>	<b>9,213</b>	<b>2,473,592</b>	<b>32%</b>
<b>Expenses</b>										
Compensation and Benefits	174,841	191,736	179,954	810,188	2,210,402	2,199,259	2,199,259	-	1,389,071	37%
Books and Supplies	6,147	3,020	5,901	20,099	144,548	127,765	125,902	1,863	105,803	16%
Services and Other Operating Expenditures	72,974	187,778	68,071	483,341	1,352,286	1,424,179	1,435,255	(11,076)	951,914	34%
Depreciation	11,261	3,718	3,718	28,053	30,295	30,295	30,295	-	2,243	93%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>265,224</b>	<b>386,252</b>	<b>257,644</b>	<b>1,341,681</b>	<b>3,737,532</b>	<b>3,781,498</b>	<b>3,790,711</b>	<b>(9,213)</b>	<b>2,449,030</b>	<b>35%</b>
<b>Operating Income</b>	<b>112,367</b>	<b>(75,526)</b>	<b>(9,270)</b>	<b>(169,114)</b>	<b>189,077</b>	<b>(144,552)</b>	<b>(144,552)</b>	<b>(0)</b>	<b>24,561</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					1,189,492	1,189,492	1,189,492			
Audit Adjustment					-	-	59,194			
Operating Income					189,077	(144,552)	(144,552)			
<b>Ending Fund Balance</b>					<b>1,378,569</b>	<b>1,044,940</b>	<b>1,104,133</b>			

## SUMMARY OF RESULTS

Forecasting a net loss of **-\$144,552**; no change from the approved budget.

## FORECAST CHANGES

Prior year lottery & other revenues received were more than accrued and increased by \$7K for MSA-SD. This was offset by actuals exceeding the budget in office supplies by \$4K and fines and communications by \$8.8K. There were approved budget transfers from instructional materials and supplies to offset increases in expenses.

## MERF

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-
Local Revenues	527,438	510,277	420,087	2,601,927	6,392,850	6,442,850	6,443,700	850	3,841,773	40%
Fundraising and Grants	-	-	-	103,174	-	103,174	134,875	31,701	31,701	76%
<b>Total Revenue</b>	<b>527,438</b>	<b>510,277</b>	<b>420,087</b>	<b>2,705,100</b>	<b>6,392,850</b>	<b>6,546,024</b>	<b>6,578,575</b>	<b>32,551</b>	<b>3,873,474</b>	<b>41%</b>
<b>Expenses</b>										
Compensation and Benefits	243,507	278,700	226,964	1,204,436	3,055,489	3,007,889	3,047,415	(39,526)	1,842,979	40%
Books and Supplies	259	3,531	(1,076)	9,783	70,421	65,421	66,261	(840)	56,478	15%
Services and Other Operating Expenditures	189,176	255,256	80,681	959,371	2,726,775	2,969,566	3,000,367	(30,801)	2,040,996	32%
Depreciation	120	120	120	600	933	933	933	-	333	64%
Other Outflows	(4,460)	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>428,602</b>	<b>537,607</b>	<b>306,689</b>	<b>2,174,190</b>	<b>5,853,618</b>	<b>6,043,809</b>	<b>6,114,976</b>	<b>(71,167)</b>	<b>3,940,787</b>	<b>36%</b>
<b>Operating Income</b>	<b>98,836</b>	<b>(27,330)</b>	<b>113,397</b>	<b>530,911</b>	<b>539,232</b>	<b>502,214</b>	<b>463,598</b>	<b>(38,616)</b>	<b>(67,312)</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					258,542	258,542	258,542			
Audit Adjustment					-	-	(1,025,320)			
Beginning Balance (Audited)					258,542	258,542	(766,778)			
Operating Income					539,232	502,214	463,598			
<b>Ending Fund Balance</b>					<b>797,774</b>	<b>760,756</b>	<b>(303,180)</b>			

## SUMMARY OF RESULTS

Forecasting a net income of **\$463,598**; a decrease of \$38,616 from the approved budget.

## FORECAST CHANGES

MERF had an increase of \$3K in expenses for the addition of actuals for the prorated contract of the General Counsel employee, and EDD interest and penalty for Santa Clara. These expense increases were offset by an approved budget transfer from travel and lodging expenses. There was an additional \$38.6K increase in other benefits, which was for the prior year MSA-SD STRS correction.

# Exhibits



# MSA-1 Monthly Cash Balance



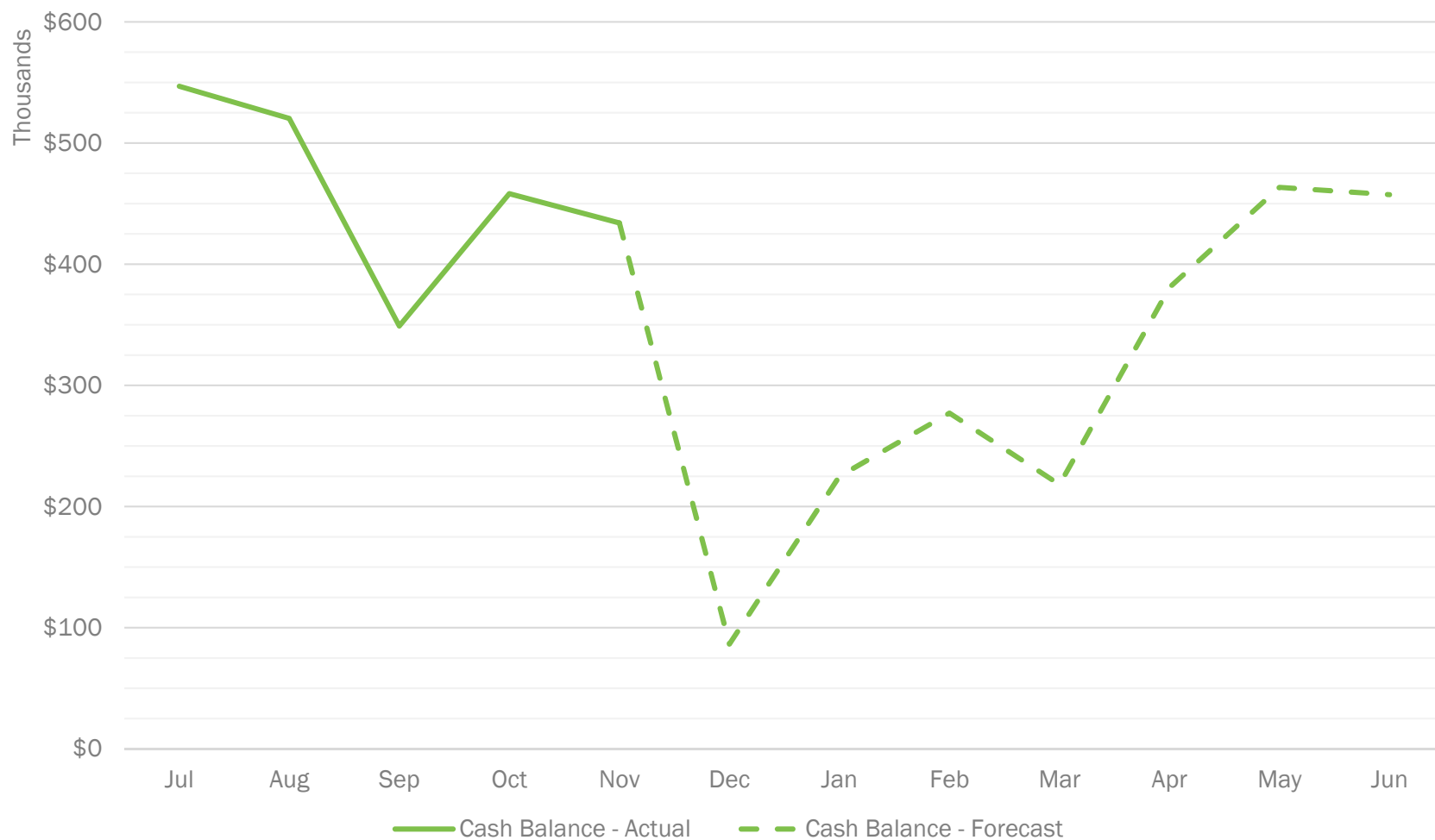
**Projected ending cash balance at 6/30 is \$1.7M**



# MSA-2 Monthly Cash Balance



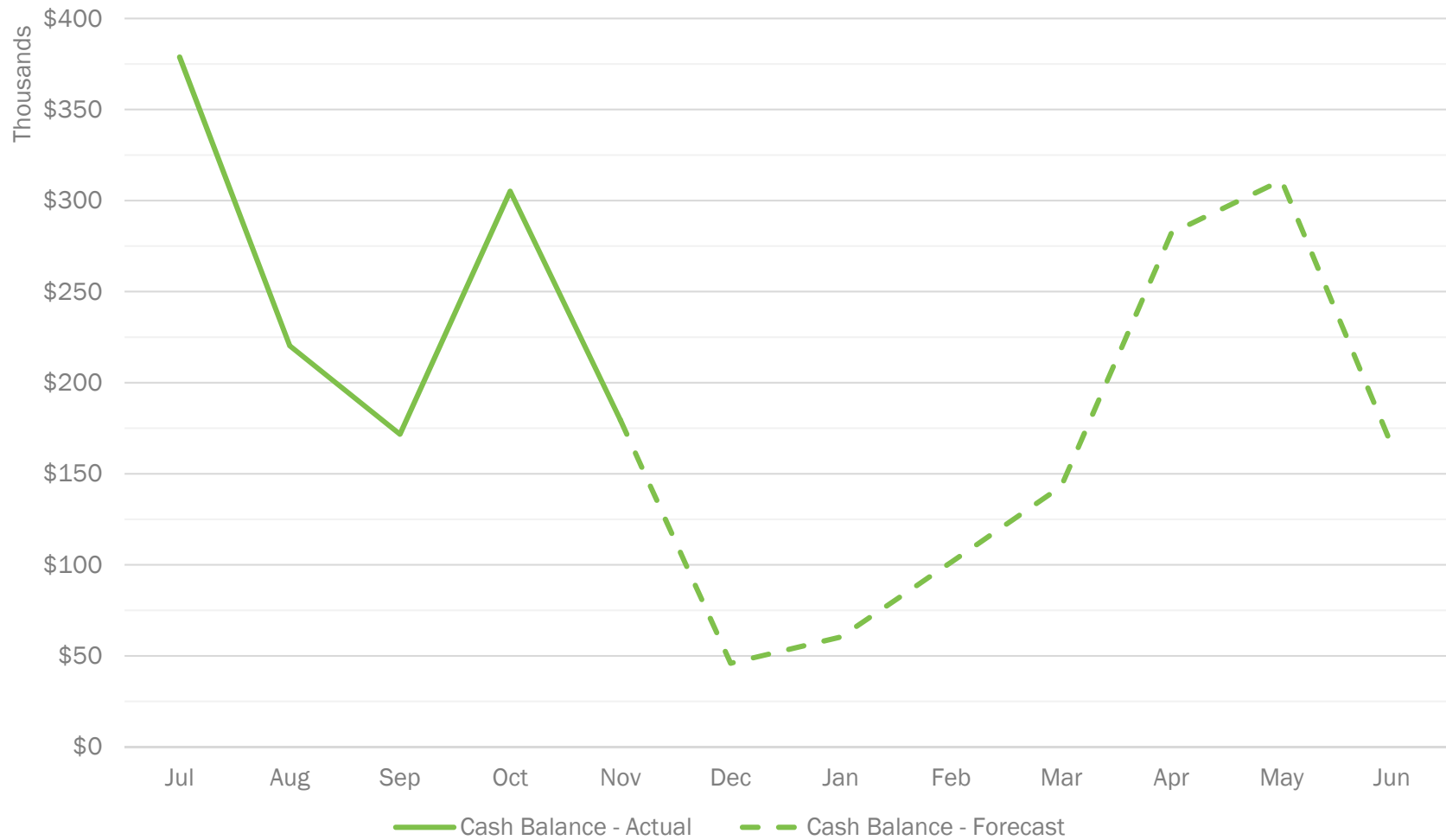
**Projected ending cash balance at 6/30 is \$457K**



# MSA-3 Monthly Cash Balance



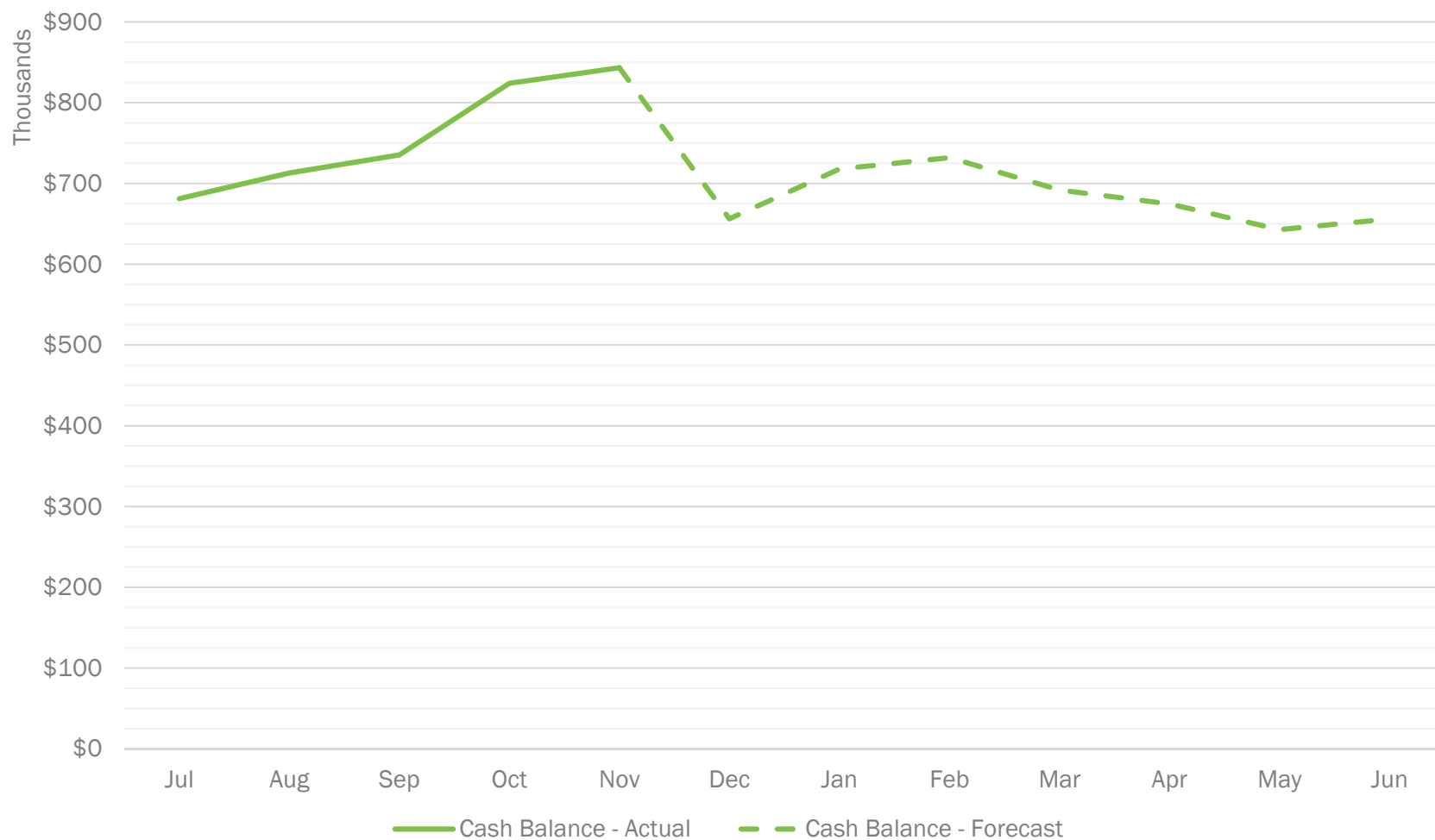
**Projected ending cash balance at 6/30 is \$165K**



# MSA-4 Monthly Cash Balance



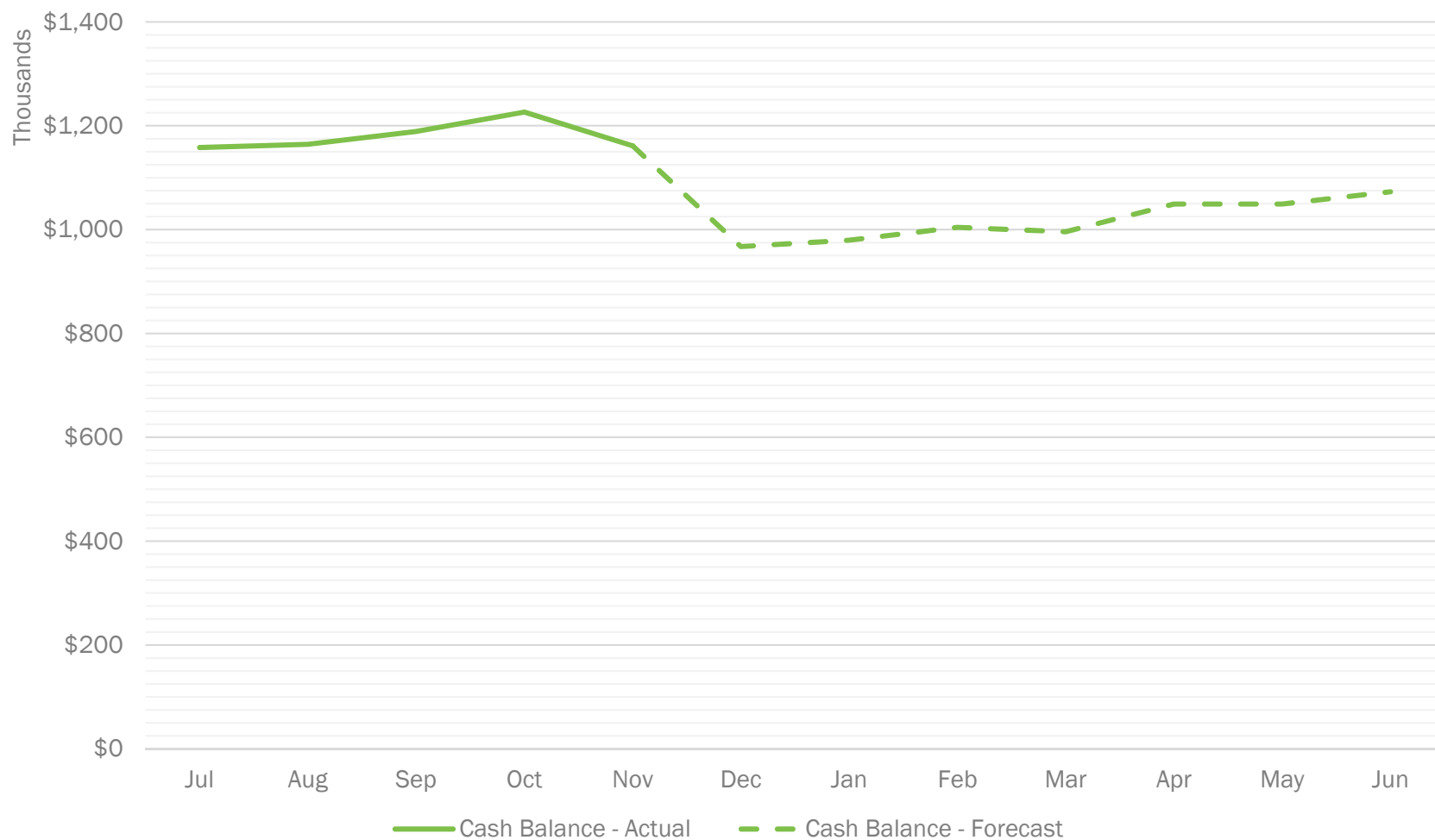
**Projected ending cash balance at 6/30 is \$656K**



# MSA-5 Monthly Cash Balance



**Projected ending cash balance at 6/30 is \$1.1M**

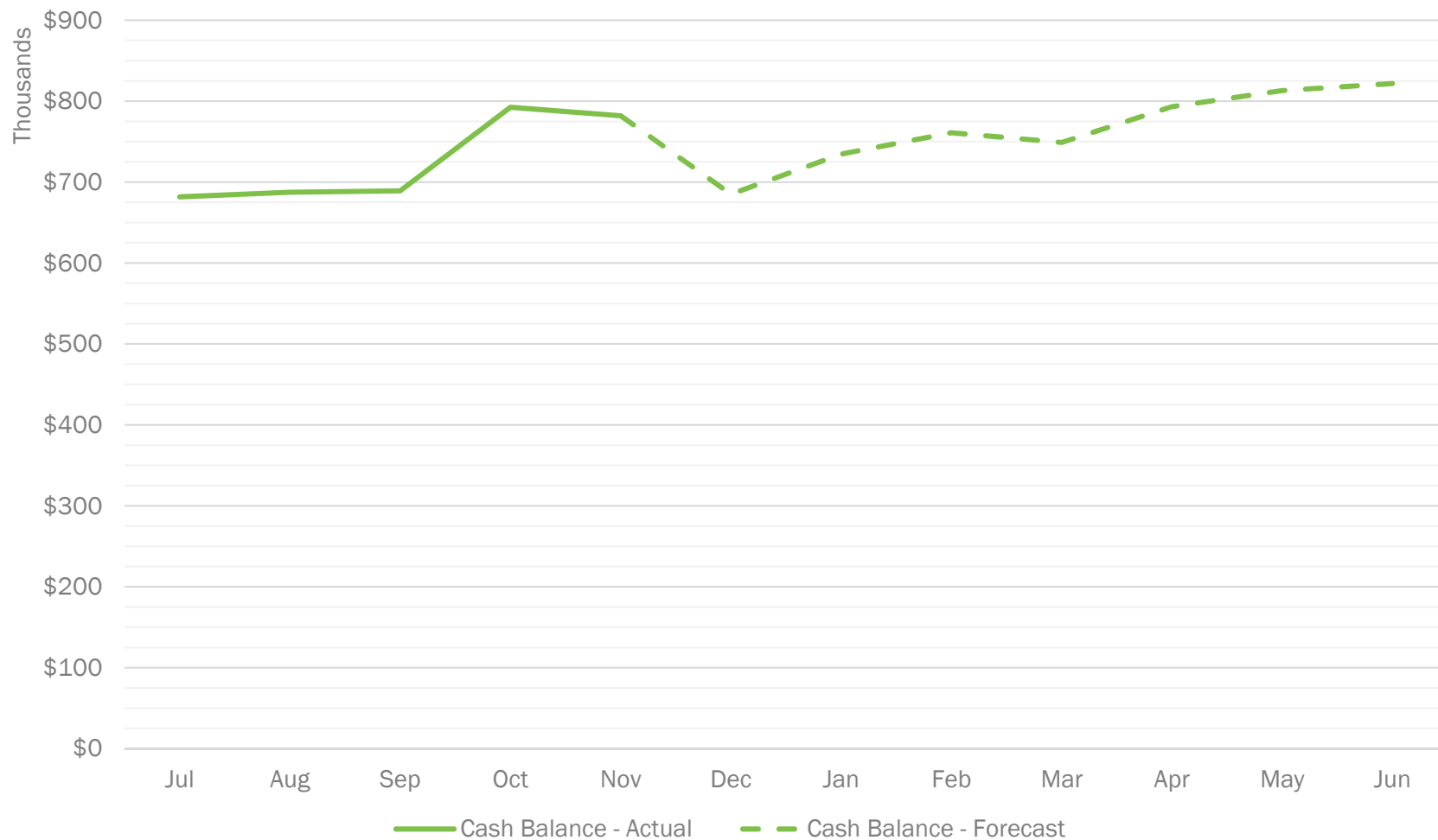




# MSA-6 Monthly Cash Balance



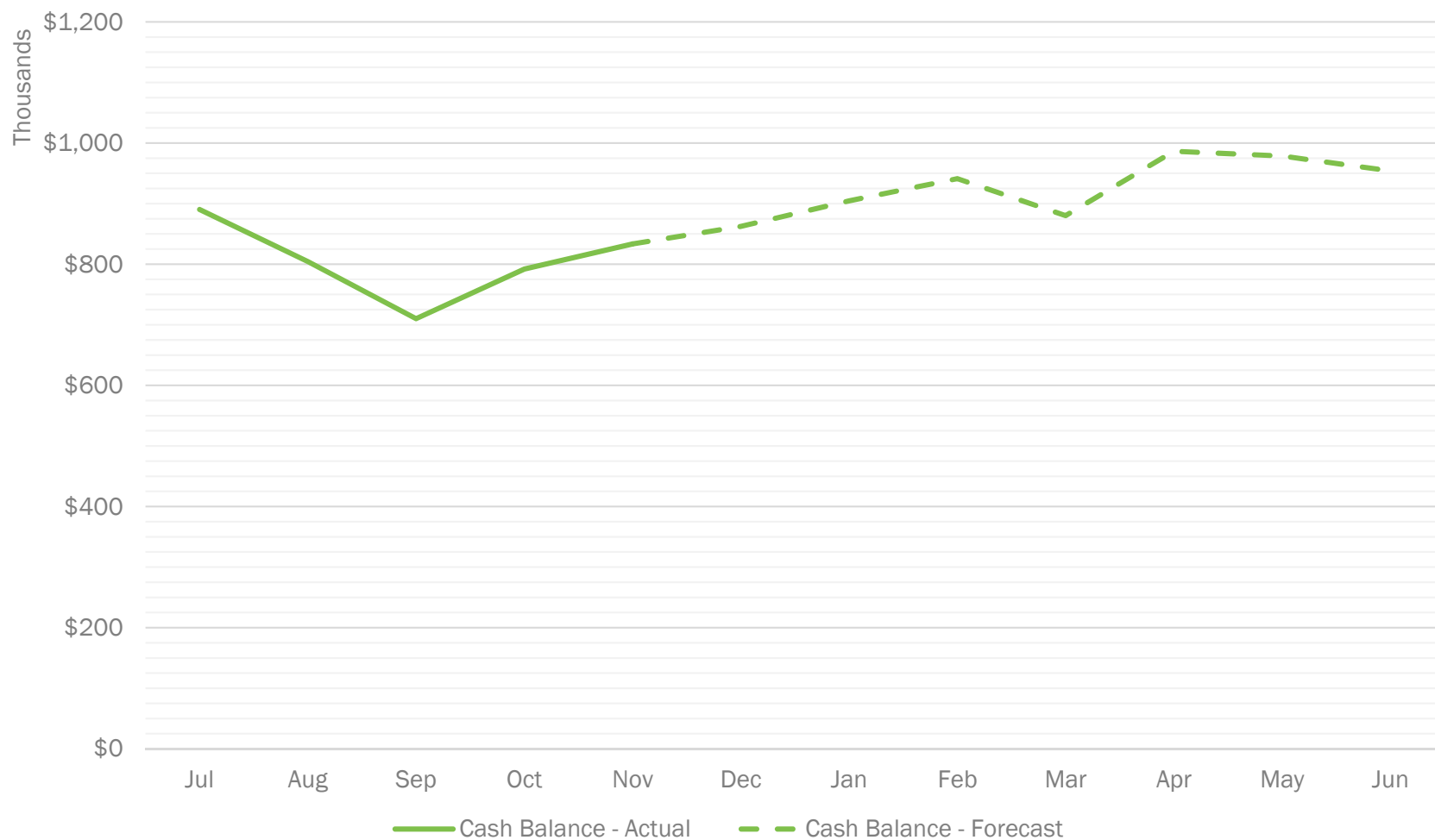
**Projected ending cash balance at 6/30 is \$821K**



# MSA-7 Monthly Cash Balance



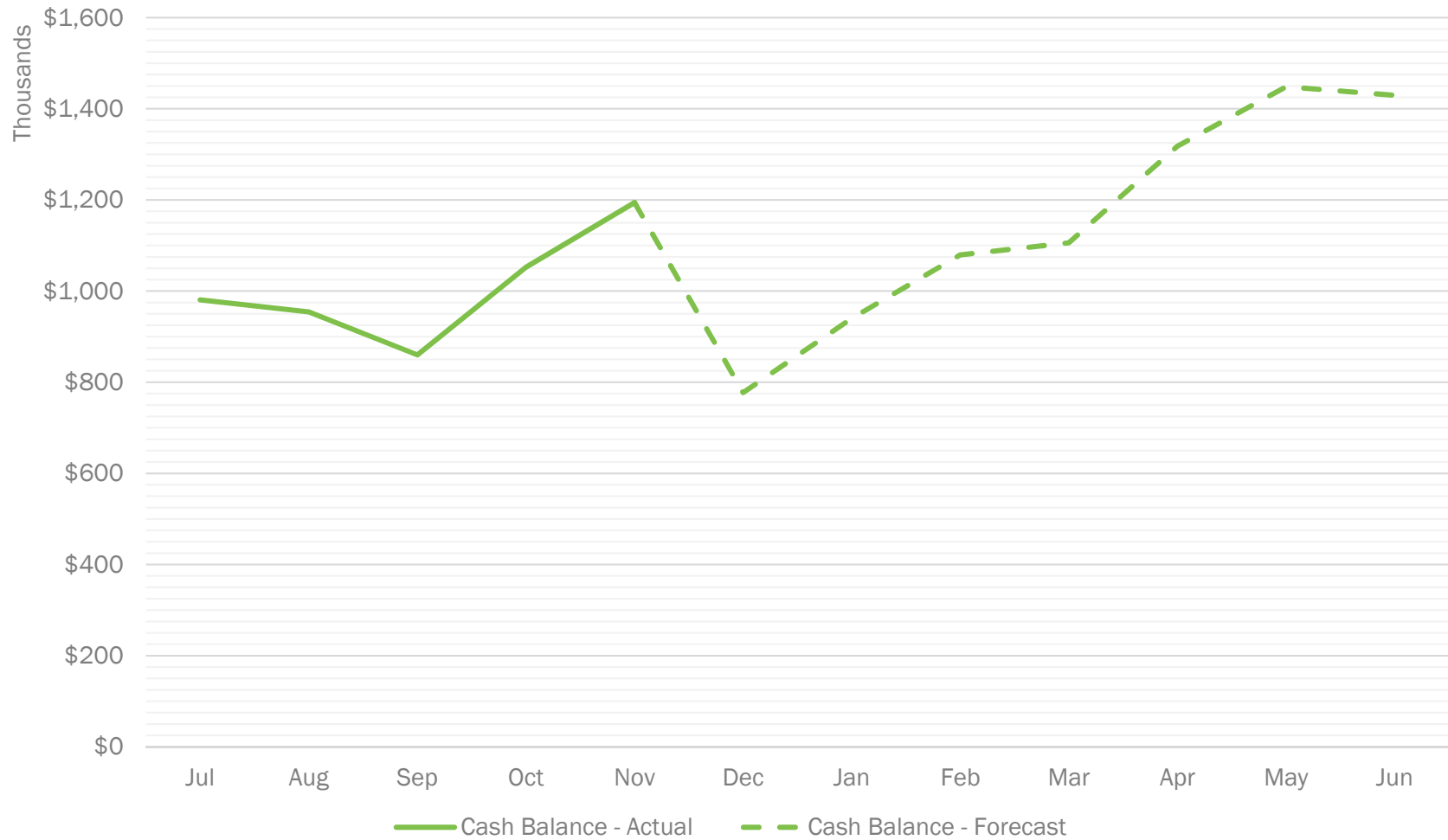
**Projected ending cash balance at 6/30 is \$954K**



# MSA-8 Monthly Cash Balance



**Projected ending cash balance at 6/30 is \$1.4M**



# MSA-SA Monthly Cash Balance



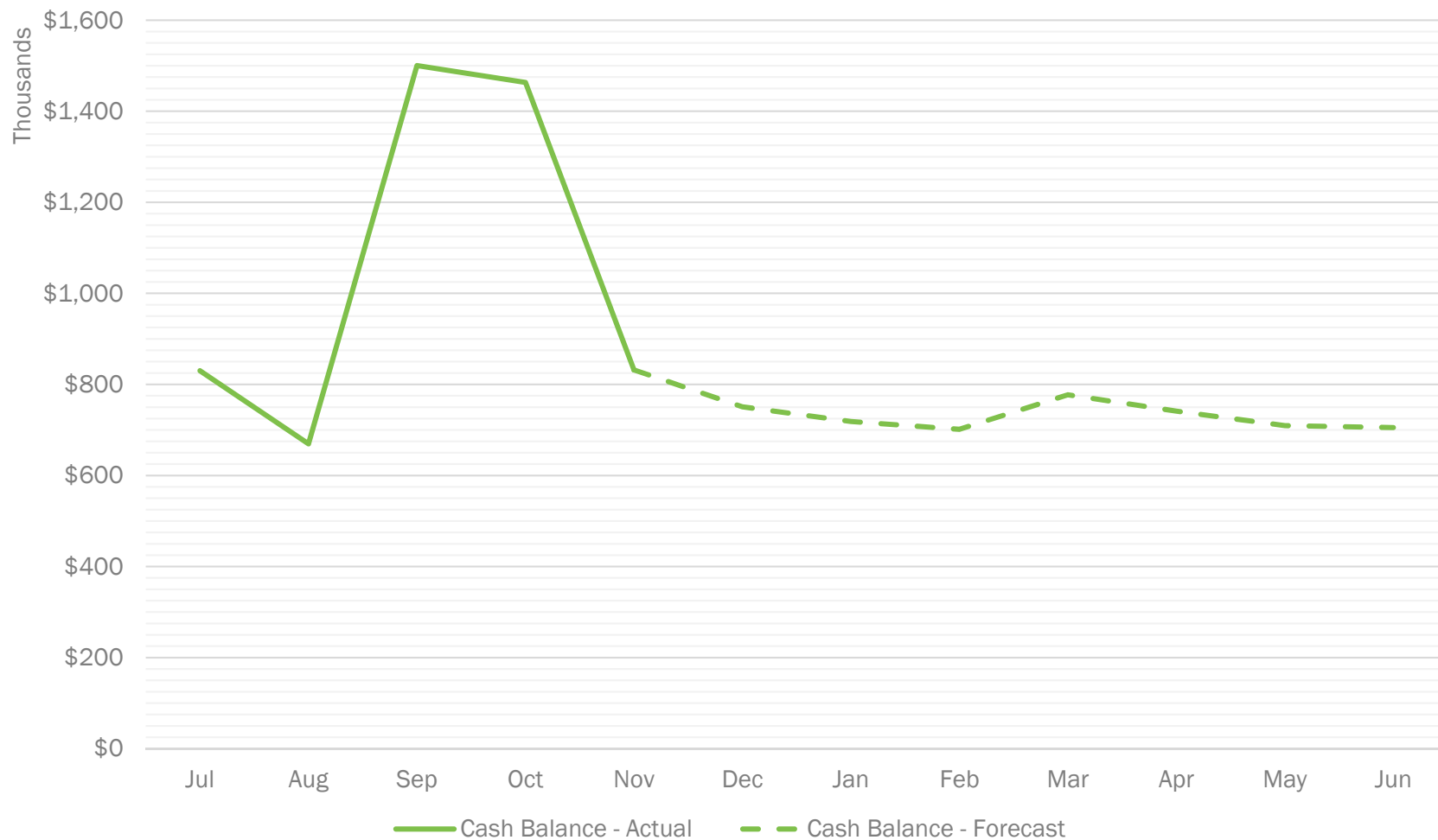
**Projected ending cash balance at 6/30 is \$471K**



# MSA-SD Monthly Cash Balance



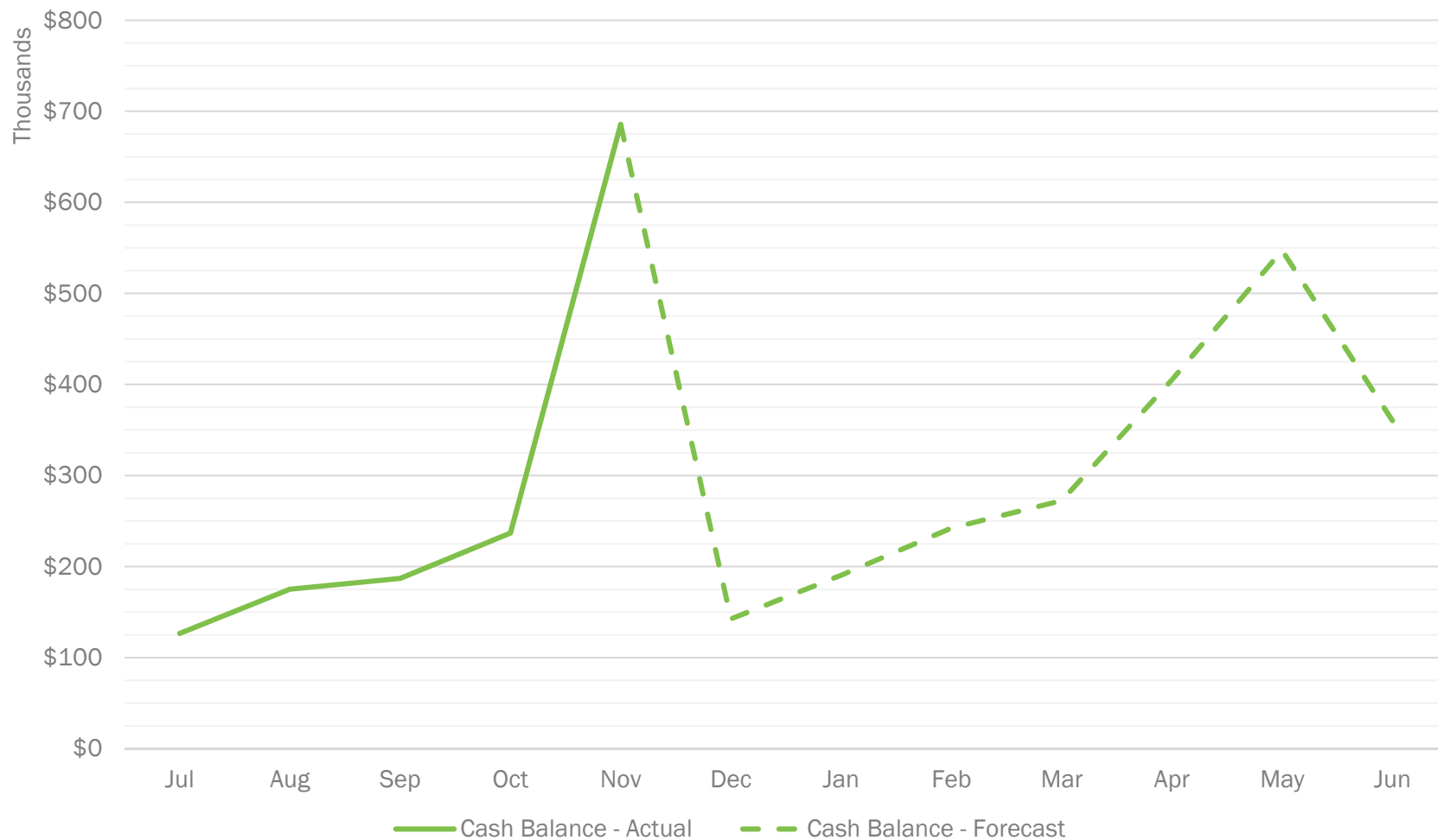
**Projected ending cash balance at 6/30 is \$705K**



# MERF Monthly Cash Balance



**Projected ending cash balance at 6/30 is \$360K**



# Intercompany Balances

15

**Total cumulative intercompany payable/receivable was \$7.2M at 11/30**

		Due To/From All Sites (excluding CMO Fees)*												
		Due To												
		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF	Total Due To
Due From	MSA-1		13,359	6,532	2,186	-	-	-	-	(56,491)	-	-	360,677	326,262
	MSA-2	1,374		8,400	1,490	3,210	-	-	-	-	-	2,420	3,305	20,199
	MSA-3	-	-		-	-	-	-	318	2,387	-	2,411	102,237	107,354
	MSA-4	-	-	-		-	-	-	-	2,954	-	-	1,420	4,374
	MSA-5	-	-	-	-		-	-	-	-	-	5,233	2,966	8,199
	MSA-6	-	-	-	-	-		-	-	-	-	-	2,113	2,113
	MSA-7	-	1,424	-	-	-	-		-	901	-	-	125,034	127,359
	MSA-8	-	-	-	-	-	-	-		-	-	-	4,387	4,387
	MSA-SA	75,554	-	-	-	288	-	-	-		-	-	2,297,456	2,373,298
	MSA-SC	-	-	-	-	-	-	-	-	-		-	-	-
	MSA-SD	198,191	-	72	-	-	-	-	-	-	-		635,620	833,883
	MERF	573,976	131,205	-	200,334	100,000	400,000	-	1,980,548	7,820	-	960		3,394,843
	<b>Total Due From</b>	<b>849,095</b>	<b>145,988</b>	<b>15,004</b>	<b>204,010</b>	<b>103,498</b>	<b>400,000</b>	<b>-</b>	<b>1,980,866</b>	<b>(42,429)</b>	<b>-</b>	<b>11,025</b>	<b>3,535,214</b>	<b>7,202,271</b>
<b>Total Due To</b>	<b>(326,262)</b>	<b>(20,199)</b>	<b>(107,354)</b>	<b>(4,374)</b>	<b>(8,199)</b>	<b>(2,113)</b>	<b>(127,359)</b>	<b>(4,387)</b>	<b>(2,373,298)</b>	<b>-</b>	<b>(833,883)</b>	<b>(3,394,843)</b>		
<b>Net Balance</b>	<b>522,833</b>	<b>125,788</b>	<b>(92,350)</b>	<b>199,637</b>	<b>95,299</b>	<b>397,887</b>	<b>(127,359)</b>	<b>1,976,479</b>	<b>(2,415,727)</b>	<b>-</b>	<b>(822,859)</b>	<b>140,372</b>		

\*This includes board approved loans and all other expenses and allocations

# Intercompany Balances

**Total FY17-18 intercompany payable/receivable was \$1.3M at 11/30**

		Due To/From All Sites (excluding CMO Fees)*												
		Due To												
		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF	Total Due To
Due From	MSA-1		1,310	-	-	-	-	-	-	-	-	-	30	1,340
	MSA-2	1,374		-	8,400	1,030	-	-	-	-	-	-	-	10,804
	MSA-3	-	-		-	-	-	-	318	-	-	-	-	318
	MSA-4	-	-	-		-	-	-	-	-	-	-	-	-
	MSA-5	-	-	-	-		-	-	-	-	-	-	-	-
	MSA-6	-	-	-	-	-		-	-	-	-	-	-	-
	MSA-7	-	1,424	-	-	-	-		-	901	-	-	-	2,325
	MSA-8	-	-	-	-	-	-	-		-	-	-	-	-
	MSA-SA	75,554	-	-	-	288	-	-	-		-	-	264,807	340,650
	MSA-SC	-	-	-	-	-	-	-	-	-		-	-	-
	MSA-SD	198,191	-	-	72	-	-	-	-	-	-		630,859	829,122
	MERF	101,037	-	68	-	-	-	-	-	-	-	-	-	101,105
	<b>Total Due From</b>	<b>376,156</b>	<b>2,735</b>	<b>68</b>	<b>8,472</b>	<b>1,318</b>	<b>-</b>	<b>-</b>	<b>318</b>	<b>901</b>	<b>-</b>	<b>-</b>	<b>895,696</b>	<b>1,285,664</b>
<b>Total Due To</b>	<b>(1,340)</b>	<b>(10,804)</b>	<b>(318)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2,325)</b>	<b>-</b>	<b>(340,650)</b>	<b>-</b>	<b>(829,122)</b>	<b>(101,105)</b>		
<b>Net Balance</b>	<b>374,816</b>	<b>(8,070)</b>	<b>(250)</b>	<b>8,472</b>	<b>1,318</b>	<b>-</b>	<b>(2,325)</b>	<b>318</b>	<b>(339,748)</b>	<b>-</b>	<b>(829,122)</b>	<b>794,591</b>		

\*This includes board approved loans and all other expenses and allocations



**MSA-1**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	270,727	594,809	416,623	1,663,332	5,459,002	5,484,674	5,484,674	-	3,821,342	30%
Federal Revenue	22,279	72,370	-	94,649	1,088,351	1,135,781	1,137,088	1,307	1,150,438	8%
Other State Revenues	340	10,046	1,704	11,190	890,794	1,058,131	1,069,487	11,356	1,058,297	1%
Local Revenues	1,469	12,528	760	14,808	69,650	69,650	69,650	0	54,843	21%
Fundraising and Grants	13,289	8,610	6,499	29,084	65,000	68,185	68,185	-	39,101	43%
<b>Total Revenue</b>	<b>308,104</b>	<b>698,362</b>	<b>425,586</b>	<b>1,813,063</b>	<b>7,572,797</b>	<b>7,816,421</b>	<b>7,829,084</b>	<b>12,663</b>	<b>6,124,021</b>	<b>23%</b>
<b>Expenses</b>										
Compensation and Benefits	271,035	314,731	298,301	1,267,562	3,515,834	3,547,324	3,551,675	(4,351)	2,284,112	36%
Books and Supplies	33,801	34,778	28,353	125,472	514,102	528,813	535,421	(6,608)	409,949	23%
Services and Other Operating Expenditures	186,500	232,357	193,633	949,806	3,276,235	2,876,940	2,878,644	(1,704)	1,928,839	33%
Depreciation	16,541	13,800	(46,667)	7,007	153,345	153,345	153,345	-	146,338	5%
Other Outflows	(816)	-	3,597	3,597	-	-	-	-	(3,597)	
<b>Total Expenses</b>	<b>507,060</b>	<b>595,665</b>	<b>477,217</b>	<b>2,353,444</b>	<b>7,459,516</b>	<b>7,106,422</b>	<b>7,119,084</b>	<b>(12,663)</b>	<b>4,765,641</b>	<b>33%</b>
<b>Operating Income</b>	<b>(198,956)</b>	<b>102,697</b>	<b>(51,631)</b>	<b>(540,380)</b>	<b>113,281</b>	<b>710,000</b>	<b>710,000</b>	<b>0</b>	<b>1,358,380</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					3,592,121	3,592,121	3,592,121			
Audit Adjustment					-	-	(205,846)			
Operating Income					113,281	710,000	710,000			
<b>Ending Fund Balance</b>					<b>3,705,403</b>	<b>4,302,121</b>	<b>4,096,275</b>			

**MSA-1  
Income Statement  
As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
4-6					85	88	88	-		
7-8					160	168	168	-		
9-12					295	287	287	-		
<b>Total Enrolled</b>					<b>540</b>	<b>543</b>	<b>543</b>	-		
<b>ADA %</b>										
4-6					95.9%	95.9%	95.9%	0.0%		
7-8					97.0%	97.0%	97.0%	0.0%		
9-12					95.8%	95.8%	95.8%	0.0%		
<b>Average ADA %</b>					<b>96.2%</b>	<b>96.2%</b>	<b>96.2%</b>	<b>0.0%</b>		
<b>ADA</b>										
4-6					81.5	84.4	84.4	-		
7-8					155.2	162.9	162.9	-		
9-12					282.7	275.0	275.0	-		
<b>Total ADA</b>					<b>519.4</b>	<b>522.3</b>	<b>522.3</b>	-		

**MSA-1**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	182,370	328,266	328,266	1,021,272	3,652,173	3,673,487	3,673,487	-	2,652,215	28%
8012 Education Protection Account Entitlement	-	178,187	-	178,187	704,485	702,536	702,536	-	524,349	25%
8096 Charter Schools in Lieu of Property Taxes	88,357	88,356	88,357	463,873	1,102,345	1,108,651	1,108,651	-	644,778	42%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>270,727</b>	<b>594,809</b>	<b>416,623</b>	<b>1,663,332</b>	<b>5,459,002</b>	<b>5,484,674</b>	<b>5,484,674</b>	<b>-</b>	<b>3,821,342</b>	<b>30%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	-	-	-	-	67,625	67,625	67,625	-	67,625	0%
8220 Child Nutrition Programs	-	-	-	-	232,339	232,339	232,339	-	232,339	0%
8291 Title I	-	57,089	-	57,089	185,886	228,355	228,355	-	171,266	25%
8292 Title II	-	6,402	-	6,402	29,415	25,745	25,745	-	19,343	25%
8293 Title III	-	-	-	-	50,886	59,103	59,103	-	59,103	0%
8296 Other Federal Revenue	21,865	7,572	-	29,438	522,200	522,200	522,200	-	492,762	6%
8297 PY Federal - Not Accrued	414	1,307	-	1,721	-	414	109,721	109,307	108,000	2%
<b>SUBTOTAL - Federal Revenue</b>	<b>22,279</b>	<b>72,370</b>	<b>-</b>	<b>94,649</b>	<b>1,088,351</b>	<b>1,135,781</b>	<b>1,245,088</b>	<b>109,307</b>	<b>1,150,438</b>	<b>8%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	340	10,046	1,704	11,190	-	-	11,190	11,190	(0)	100%
8381 Special Education - Entitlement (State)	-	-	-	-	266,958	268,485	268,485	-	268,485	0%
8520 Child Nutrition - State	-	-	-	-	19,443	19,443	19,443	-	19,443	0%
8545 School Facilities Apportionments	-	-	-	-	389,530	466,767	466,767	-	466,767	0%
8550 Mandated Cost Reimbursements	-	-	-	-	15,171	92,588	92,754	167	92,754	0%
8560 State Lottery Revenue	-	-	-	-	99,693	101,335	101,335	-	101,335	0%
8596 ASES	-	-	-	-	100,000	109,513	109,513	-	109,513	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>340</b>	<b>10,046</b>	<b>1,704</b>	<b>11,190</b>	<b>890,794</b>	<b>1,058,131</b>	<b>1,069,487</b>	<b>11,356</b>	<b>1,058,297</b>	<b>1%</b>
<b>Local Revenue</b>										
8634 Food Service Sales	1,469	1,247	760	3,476	7,852	7,852	7,852	-	4,376	44%
8682 Summer Program	-	-	-	-	31,798	31,798	31,798	-	31,798	0%
8690 Other Local Revenue	-	11,280	-	11,332	30,000	30,000	30,000	-	18,668	38%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>1,469</b>	<b>12,528</b>	<b>760</b>	<b>14,808</b>	<b>69,650</b>	<b>69,650</b>	<b>69,650</b>	<b>0</b>	<b>54,843</b>	<b>21%</b>
<b>Fundraising and Grants</b>										
8802 Donations - Private	6,700	3,200	-	9,906	30,000	33,185	33,185	-	23,279	30%
8803 Fundraising	6,589	5,410	6,499	19,178	35,000	35,000	35,000	-	15,822	55%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>13,289</b>	<b>8,610</b>	<b>6,499</b>	<b>29,084</b>	<b>65,000</b>	<b>68,185</b>	<b>68,185</b>	<b>-</b>	<b>39,101</b>	<b>43%</b>
<b>TOTAL REVENUE</b>	<b>308,104</b>	<b>698,362</b>	<b>425,586</b>	<b>1,813,063</b>	<b>7,572,797</b>	<b>7,816,421</b>	<b>7,937,084</b>	<b>120,663</b>	<b>6,124,021</b>	<b>23%</b>

**MSA-1**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	163,100	170,056	159,202	646,205	1,795,223	1,826,374	1,830,374	(4,000)	1,184,169	35%
1300	Certificated Supervisor & Administrator Salaries	43,731	33,664	33,589	169,164	466,687	449,717	494,657	(44,940)	325,493	34%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>206,831</b>	<b>203,721</b>	<b>192,791</b>	<b>815,369</b>	<b>2,261,910</b>	<b>2,276,092</b>	<b>2,325,032</b>	<b>(48,940)</b>	<b>1,509,663</b>	<b>35%</b>
<b>Classified Salaries</b>											
2400	Classified Clerical & Office Salaries	12,364	12,068	11,503	59,871	180,035	184,300	139,360	44,940	79,489	43%
2900	Classified Other Salaries	10,166	22,959	22,448	94,122	214,840	222,696	222,696	-	128,574	42%
	<b>SUBTOTAL - Classified Salaries</b>	<b>22,531</b>	<b>35,027</b>	<b>33,952</b>	<b>153,993</b>	<b>394,875</b>	<b>406,996</b>	<b>362,056</b>	<b>44,940</b>	<b>208,063</b>	<b>43%</b>
<b>Employee Benefits</b>											
3100	STRS	28,196	29,215	27,620	116,792	312,448	314,116	314,116	-	197,323	37%
3200	PERS	4,263	4,361	5,005	21,054	54,365	60,547	60,547	-	39,493	35%
3300	OASDI-Medicare-Alternative	5,330	5,610	5,370	23,531	68,997	70,293	70,599	(306)	47,068	33%
3400	Health & Welfare Benefits	(1,132)	34,470	33,559	128,094	362,486	362,486	362,486	-	234,391	35%
3500	Unemployment Insurance	361	205	4	1,158	28,428	26,583	26,583	-	25,424	4%
3600	Workers Comp Insurance	4,655	2,122	-	7,571	29,915	30,212	30,257	(45)	22,686	25%
	<b>SUBTOTAL - Employee Benefits</b>	<b>41,673</b>	<b>75,983</b>	<b>71,558</b>	<b>298,200</b>	<b>859,049</b>	<b>864,235</b>	<b>864,586</b>	<b>(351)</b>	<b>566,386</b>	<b>34%</b>
<b>Books &amp; Supplies</b>											
4200	Books & Other Reference Materials	18	1,584	-	1,601	10,000	10,000	10,000	-	8,399	16%
4315	Custodial Supplies	431	2,231	1,305	4,080	20,000	20,000	20,000	-	15,920	20%
4320	Educational Software	28,388	-	-	45,670	43,000	57,711	57,711	-	12,041	79%
4325	Instructional Materials & Supplies	4,340	2,180	335	7,587	55,000	55,000	61,648	(6,648)	54,061	12%
4326	Art & Music Supplies	-	1,395	-	1,395	10,000	10,000	6,000	4,000	4,605	23%
4330	Office Supplies	1,274	182	791	4,382	6,750	6,750	6,750	-	2,368	65%
4345	Non Instructional Student Materials & Supplies	1,892	-	57	1,949	10,000	10,000	10,000	-	8,051	19%
4346	Teacher Supplies	194	122	157	473	5,000	5,000	5,000	-	4,527	9%
4361	PY Supplies Expenses (not accrued)	-	2,650	-	2,650	-	-	2,650	(2,650)	-	100%
4400	Noncapitalized Equipment	-	-	-	-	25,256	25,256	25,256	-	25,256	0%
4410	Classroom Furniture, Equipment & Supplies	(987)	1,310	-	1,310	-	-	1,310	(1,310)	(0)	100%
4420	Computers (individual items less than \$5k)	142	4,945	-	5,087	15,500	15,500	15,500	-	10,413	33%
4430	Non Classroom Related Furniture, Equipment & Supplies	1,387	-	-	1,387	20,000	20,000	20,000	-	18,613	7%
4710	Student Food Services	-	17,261	25,593	42,854	-	285,597	285,597	-	242,743	15%
4720	Other Food	4,011	918	116	5,045	8,000	8,000	8,000	-	2,955	63%
	<b>SUBTOTAL - Books and Supplies</b>	<b>33,801</b>	<b>34,778</b>	<b>28,353</b>	<b>125,472</b>	<b>514,102</b>	<b>528,813</b>	<b>535,421</b>	<b>(6,608)</b>	<b>409,949</b>	<b>23%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	-	1,200	1,200	12,500	12,500	12,500	-	11,300	10%
5215	Travel - Mileage, Parking, Tolls	365	150	174	690	2,000	2,000	2,000	-	1,310	34%
5220	Travel and Lodging	-	-	-	-	2,000	2,000	2,000	-	2,000	0%
5300	Dues & Memberships	-	742	204	1,916	7,500	7,500	7,500	-	5,584	26%
5450	Insurance - Other	-	2,533	-	12,668	32,970	30,408	30,408	-	17,740	42%
5500	Operations & Housekeeping	1,839	11,075	5,147	20,926	50,000	50,000	50,000	-	29,074	42%
5510	Utilities - Gas and Electric	4,241	7,174	4,607	19,368	60,000	60,000	60,000	-	40,632	32%
5605	Equipment Leases	1,292	2,837	1,198	7,886	20,000	20,000	21,704	(1,704)	13,818	36%

**MSA-1**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5610 Rent	37,163	83,306	83,306	286,439	1,278,598	827,844	827,844	-	541,406	35%
5615 Repairs and Maintenance - Building	4,793	2,139	2,780	9,985	50,000	50,000	50,000	-	40,015	20%
5617 Repairs and Maintenance - Other Equipment	-	-	-	-	2,000	2,000	2,000	-	2,000	0%
5803 Accounting Fees	-	-	-	-	10,281	10,281	10,281	-	10,281	0%
5809 Banking Fees	-	-	-	-	1,500	1,500	1,500	-	1,500	0%
5813 School Programs - After School Program	30,000	15,000	-	45,000	100,000	109,513	109,513	-	64,513	41%
5814 School Programs - Academic Competitions	-	1,121	93	1,663	10,000	10,000	10,000	-	8,337	17%
5819 School Programs - Other	-	-	5,265	8,190	28,787	28,787	28,787	-	20,597	28%
5820 Consultants - Non Instructional	-	-	2,708	2,708	15,421	15,421	15,421	-	12,714	18%
5822 Other Professional Services	(4,718)	1,525	-	24,031	99,237	112,893	112,893	-	88,862	21%
5824 District Oversight Fees	-	-	-	-	54,590	54,847	54,847	-	54,847	0%
5830 Field Trips Expenses	1,160	2,842	1,196	5,197	25,000	25,000	25,000	-	19,803	21%
5833 Fines and Penalties	-	1	2	3	303	303	303	-	300	1%
5845 Legal Fees	-	-	-	-	15,000	15,000	15,000	-	15,000	0%
5851 Marketing and Student Recruiting	-	-	-	1,315	15,000	15,000	15,000	-	13,685	9%
5857 Payroll Fees	1,246	1,246	1,229	5,724	25,000	25,000	25,000	-	19,276	23%
5858 CMO Fees Expense	87,297	87,297	87,297	436,486	-	1,077,245	1,077,245	0	640,759	41%
5861 Prior Yr Exp (not accrued)	3,445	(2,143)	(1,498)	2,655	-	6,296	6,296	-	3,641	42%
5863 Professional Development	1,590	334	2,330	5,912	30,000	30,000	30,000	-	24,088	20%
5864 Professional Development - Tuition Reimbursement	6,528	888	-	7,416	52,250	52,250	52,250	-	44,834	14%
5869 Special Education Contract Instructors	-	4,843	12,746	17,589	82,000	82,000	82,000	-	64,411	21%
5872 Special Education Encroachment	-	-	-	-	22,672	15,980	15,980	-	15,980	0%
5884 Substitutes	-	-	3,305	3,305	30,000	30,000	30,000	-	26,695	11%
5887 Technology Services	8,940	9,934	958	38,861	78,500	79,812	79,812	-	40,951	49%
5898 Bad Debt Expense	-	-	-	(0)	2,559	2,559	2,559	-	2,559	0%
5899 Miscellaneous Operating Expenses	-	-	-	-	0	0	0	-	0	0%
5900 Communications	765	(487)	(21,779)	(19,605)	3,000	3,000	3,000	-	22,605	-653%
5915 Postage and Delivery	553	-	1,166	2,277	10,000	10,000	10,000	-	7,723	23%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>186,500</b>	<b>232,357</b>	<b>193,633</b>	<b>949,806</b>	<b>3,276,235</b>	<b>2,876,940</b>	<b>2,878,644</b>	<b>(1,704)</b>	<b>1,928,839</b>	<b>33%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6200 Buildings & Improvement of Buildings	4,874	2,133	-	7,007	-	-	-	-	(7,007)	
6900 Depreciation	11,667	11,667	(46,667)	-	153,345	153,345	153,345	-	153,345	0%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>16,541</b>	<b>13,800</b>	<b>(46,667)</b>	<b>7,007</b>	<b>153,345</b>	<b>153,345</b>	<b>153,345</b>	<b>-</b>	<b>146,338</b>	<b>5%</b>
<b>Other Outflows</b>										
7999 Uncategorized Expense	(816)	-	3,597	3,597	-	-	-	-	(3,597)	
<b>SUBTOTAL - Other Outflows</b>	<b>(816)</b>	<b>-</b>	<b>3,597</b>	<b>3,597</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(3,597)</b>	
<b>TOTAL EXPENSES</b>	<b>507,060</b>	<b>595,665</b>	<b>477,217</b>	<b>2,353,444</b>	<b>7,459,516</b>	<b>7,106,422</b>	<b>7,119,084</b>	<b>(12,663)</b>	<b>4,765,641</b>	<b>33%</b>

**MSA-2**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	217,660	478,312	332,720	1,338,645	4,724,787	4,574,891	4,574,891	-	3,236,246	29%
Federal Revenue	-	64,686	-	64,686	454,654	514,733	514,733	(0)	450,047	13%
Other State Revenues	1,094	13,806	-	14,130	359,588	415,325	429,270	13,944	415,140	3%
Local Revenues	-	3,940	-	3,940	58,680	37,173	40,687	3,514	36,747	10%
Fundraising and Grants	964	7,720	936	10,804	20,550	23,464	23,464	-	12,660	46%
<b>Total Revenue</b>	<b>219,718</b>	<b>568,464</b>	<b>333,656</b>	<b>1,432,205</b>	<b>5,618,259</b>	<b>5,565,586</b>	<b>5,583,045</b>	<b>17,458</b>	<b>4,150,840</b>	<b>26%</b>
<b>Expenses</b>										
Compensation and Benefits	251,015	265,435	249,082	1,117,551	3,110,910	3,179,649	3,179,649	-	2,062,098	35%
Books and Supplies	27,923	9,469	53,051	122,161	400,942	384,759	400,296	(15,536)	278,134	31%
Services and Other Operating Expenditures	111,740	117,795	148,821	617,304	1,923,796	1,851,605	1,853,527	(1,923)	1,236,224	33%
Depreciation	9,323	(1,973)	4,696	23,479	51,413	51,413	51,413	0	27,934	46%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>400,001</b>	<b>390,725</b>	<b>455,650</b>	<b>1,880,495</b>	<b>5,487,060</b>	<b>5,467,426</b>	<b>5,484,885</b>	<b>(17,459)</b>	<b>3,604,390</b>	<b>34%</b>
<b>Operating Income</b>	<b>(180,283)</b>	<b>177,738</b>	<b>(121,994)</b>	<b>(448,289)</b>	<b>131,198</b>	<b>98,160</b>	<b>98,160</b>	<b>(0)</b>	<b>546,450</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					986,884	986,884	986,884			
Audit Adjustment					-	-	(89,798)			
Beginning Balance (Audited)					986,884	986,884	897,086			
Operating Income					131,198	98,160	98,160			
<b>Ending Fund Balance</b>					<b>1,118,082</b>	<b>1,085,044</b>	<b>995,246</b>			

**MSA-2**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
4-6					100	100	100	-		
7-8					180	178	178	-		
9-12					205	192	192	-		
<b>Total Enrolled</b>					<b>485</b>	<b>470</b>	<b>470</b>	-		
<b>ADA %</b>										
4-6					96.0%	96.0%	96.0%	0.0%		
7-8					96.0%	96.0%	96.0%	0.0%		
9-12					96.0%	96.0%	96.0%	0.0%		
<b>Average ADA %</b>					<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>0.0%</b>		
<b>ADA</b>										
4-6					96.0	96.0	96.0	-		
7-8					172.8	170.9	170.9	-		
9-12					196.8	184.3	184.3	-		
<b>Total ADA</b>					<b>465.6</b>	<b>451.2</b>	<b>451.2</b>	-		

**MSA-2**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	143,826	258,886	258,886	805,424	3,119,056	3,023,871	3,023,871	-	2,218,447	27%
8012 Education Protection Account Entitlement	-	145,592	-	145,592	617,518	593,370	593,370	-	447,778	25%
8096 Charter Schools in Lieu of Property Taxes	73,834	73,834	73,834	387,629	988,213	957,649	957,649	-	570,020	40%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>217,660</b>	<b>478,312</b>	<b>332,720</b>	<b>1,338,645</b>	<b>4,724,787</b>	<b>4,574,891</b>	<b>4,574,891</b>	<b>-</b>	<b>3,236,246</b>	<b>29%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	-	-	-	-	57,250	57,250	57,250	-	57,250	0%
8220 Child Nutrition Programs	-	-	-	-	204,441	204,441	204,441	(0)	204,441	0%
8291 Title I	-	52,019	-	52,019	147,067	208,077	208,077	-	156,058	25%
8292 Title II	-	5,095	-	5,095	23,695	22,765	22,765	-	17,670	22%
8296 Other Federal Revenue	-	7,572	-	7,572	22,200	22,200	22,200	-	14,628	34%
<b>SUBTOTAL - Federal Revenue</b>	<b>-</b>	<b>64,686</b>	<b>-</b>	<b>64,686</b>	<b>454,654</b>	<b>514,733</b>	<b>514,733</b>	<b>(0)</b>	<b>450,047</b>	<b>13%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	1,094	13,806	-	14,130	-	323	14,130	13,806	(0)	100%
8381 Special Education - Entitlement (State)	-	-	-	-	239,318	231,917	231,917	-	231,917	0%
8520 Child Nutrition - State	-	-	-	-	20,081	20,081	20,081	0	20,081	0%
8550 Mandated Cost Reimbursements	-	-	-	-	10,817	75,472	75,610	138	75,610	0%
8560 State Lottery Revenue	-	-	-	-	89,371	87,533	87,533	-	87,533	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>1,094</b>	<b>13,806</b>	<b>-</b>	<b>14,130</b>	<b>359,588</b>	<b>415,325</b>	<b>429,270</b>	<b>13,944</b>	<b>415,140</b>	<b>3%</b>
<b>Local Revenue</b>										
8634 Food Service Sales	-	1,025	-	1,025	425	425	1,025	600	(0)	100%
8682 Summer Program	-	-	-	-	36,748	36,748	36,748	-	36,748	0%
8690 Other Local Revenue	-	2,914	-	2,914	21,507	-	2,914	2,914	(0)	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>-</b>	<b>3,940</b>	<b>-</b>	<b>3,940</b>	<b>58,680</b>	<b>37,173</b>	<b>40,687</b>	<b>3,514</b>	<b>36,747</b>	<b>10%</b>
<b>Fundraising and Grants</b>										
8801 Donations - Parents	-	-	-	-	550	550	550	-	550	0%
8802 Donations - Private	-	-	-	-	5,000	7,914	7,914	-	7,914	0%
8803 Fundraising	964	7,720	936	10,804	15,000	15,000	15,000	-	4,196	72%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>964</b>	<b>7,720</b>	<b>936</b>	<b>10,804</b>	<b>20,550</b>	<b>23,464</b>	<b>23,464</b>	<b>-</b>	<b>12,660</b>	<b>46%</b>
<b>TOTAL REVENUE</b>	<b>219,718</b>	<b>568,464</b>	<b>333,656</b>	<b>1,432,205</b>	<b>5,618,259</b>	<b>5,565,586</b>	<b>5,583,045</b>	<b>17,458</b>	<b>4,150,840</b>	<b>26%</b>





**MSA-2**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs.	Current Forecast	% Current Forecast
								Current Forecast	Remaining	Spent
5611 Prop 39 Related Costs	-	-	-	-	149,352	149,352	149,352	0	149,352	0%
5615 Repairs and Maintenance - Building	9,833	1,889	2,855	14,578	5,000	15,000	15,000	-	422	97%
5803 Accounting Fees	-	-	-	-	8,000	8,000	8,000	-	8,000	0%
5809 Banking Fees	-	-	-	215	1,030	1,030	1,030	-	815	21%
5813 School Programs - After School Program	-	-	1,965	1,965	1,653	1,653	1,653	0	(312)	119%
5814 School Programs - Academic Competitions	1,402	1,185	90	6,128	1,557	6,200	6,200	-	72	99%
5819 School Programs - Other	1,726	(375)	3,075	4,426	6,180	6,180	6,180	-	1,754	72%
5820 Consultants - Non Instructional	-	-	2,417	2,417	23,000	18,000	18,000	-	15,584	13%
5822 Other Professional Services	(1,888)	2,245	120	24,226	84,714	49,044	49,044	-	24,817	49%
5824 District Oversight Fees	-	-	-	-	47,248	45,749	45,749	-	45,749	0%
5830 Field Trips Expenses	369	-	1,476	2,328	20,600	10,600	10,600	-	8,272	22%
5845 Legal Fees	-	-	-	3,530	20,000	20,000	20,000	-	16,470	18%
5851 Marketing and Student Recruiting	3,727	1,833	-	7,170	24,720	19,000	19,000	-	11,830	38%
5857 Payroll Fees	1,069	1,077	1,061	6,197	21,967	21,967	21,967	(0)	15,770	28%
5858 CMO Fees Expense	87,297	87,297	87,297	436,486	-	1,077,245	1,077,245	0	640,759	41%
5861 Prior Yr Exp (not accrued)	126	(1,921)	4,939	15,521	-	12,503	12,503	-	(3,018)	124%
5863 Professional Development	3,900	-	2,047	5,947	35,000	15,000	15,000	-	9,053	40%
5864 Professional Development - Tuition Reimbursement	-	-	1,417	1,417	50,500	45,500	45,500	-	44,083	3%
5869 Special Education Contract Instructors	-	10,331	21,572	26,902	150,000	120,000	120,000	-	93,098	22%
5872 Special Education Encroachment	-	-	338	338	20,122	11,829	11,829	-	11,491	3%
5884 Substitutes	-	681	3,915	4,595	48,000	48,000	48,000	-	43,405	10%
5887 Technology Services	3,531	6,541	14,769	34,894	72,250	62,858	62,858	-	27,964	56%
5898 Bad Debt Expense	-	-	-	(1)	-	-	(1)	1	-	100%
5900 Communications	-	25	(6,998)	(6,953)	3,000	3,000	3,000	-	9,953	-232%
5915 Postage and Delivery	-	605	706	3,476	6,781	6,781	6,781	-	3,305	51%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>111,740</b>	<b>117,795</b>	<b>148,821</b>	<b>617,304</b>	<b>1,923,796</b>	<b>1,851,605</b>	<b>1,853,527</b>	<b>(1,923)</b>	<b>1,236,224</b>	<b>33%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6900 Depreciation	4,696	4,696	4,696	23,479	51,413	51,413	51,413	0	27,934	46%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>9,323</b>	<b>(1,973)</b>	<b>4,696</b>	<b>23,479</b>	<b>51,413</b>	<b>51,413</b>	<b>51,413</b>	<b>0</b>	<b>27,934</b>	<b>46%</b>
<b>Other Outflows</b>										
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>400,001</b>	<b>390,725</b>	<b>455,650</b>	<b>1,880,495</b>	<b>5,487,060</b>	<b>5,467,426</b>	<b>5,484,885</b>	<b>(17,459)</b>	<b>3,604,390</b>	<b>34%</b>

**MSA-3**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	217,495	476,739	332,619	1,336,337	4,463,366	4,481,571	4,481,571	-	3,145,234	30%
Federal Revenue	1,794	47,932	-	49,726	485,007	516,116	516,116	-	466,390	10%
Other State Revenues	1,632	10,444	-	11,313	447,300	523,834	534,418	10,584	523,105	2%
Local Revenues	-	4,306	1,233	6,239	40,578	40,578	43,878	3,300	37,639	14%
Fundraising and Grants	-	1,332	6,728	8,060	19,617	13,575	13,575	-	5,515	59%
<b>Total Revenue</b>	<b>220,921</b>	<b>540,753</b>	<b>340,581</b>	<b>1,411,676</b>	<b>5,455,868</b>	<b>5,575,674</b>	<b>5,589,558</b>	<b>13,884</b>	<b>4,177,883</b>	<b>25%</b>
<b>Expenses</b>										
Compensation and Benefits	250,751	260,363	236,045	1,084,336	2,824,322	2,834,932	2,834,932	-	1,750,597	38%
Books and Supplies	12,440	17,443	35,166	107,587	434,314	455,677	469,259	(13,583)	361,673	23%
Services and Other Operating Expenditures	101,902	179,381	145,182	652,829	2,058,008	2,111,108	2,111,409	(300)	1,458,580	31%
Depreciation	3,183	5,220	3,183	19,989	19,096	20,196	20,196	-	207	99%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>368,275</b>	<b>462,407</b>	<b>419,575</b>	<b>1,864,740</b>	<b>5,335,741</b>	<b>5,421,913</b>	<b>5,435,796</b>	<b>(13,883)</b>	<b>3,571,056</b>	<b>34%</b>
<b>Operating Income</b>	<b>(147,354)</b>	<b>78,345</b>	<b>(78,994)</b>	<b>(453,065)</b>	<b>120,127</b>	<b>153,761</b>	<b>153,762</b>	<b>0</b>	<b>606,827</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					659,803	659,803	659,803			
Audit Adjustment					-	-	(27,842)			
Operating Income					120,127	153,761	153,762			
<b>Ending Fund Balance</b>					<b>779,930</b>	<b>813,564</b>	<b>785,723</b>			

**MSA-3**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
4-6					90	88	88	-		
7-8					185	178	178	-		
9-12					185	195	195	-		
<b>Total Enrolled</b>					<b>460</b>	<b>461</b>	<b>461</b>	-		
<b>ADA %</b>										
4-6					96.1%	96.1%	96.1%	0.0%		
7-8					96.1%	96.1%	96.1%	0.0%		
9-12					96.1%	96.1%	96.1%	0.0%		
<b>Average ADA %</b>					<b>96.1%</b>	<b>96.1%</b>	<b>96.1%</b>	<b>0.0%</b>		
<b>ADA</b>										
4-6					86.5	84.6	84.6	-		
7-8					177.8	171.1	171.1	-		
9-12					177.8	187.4	187.4	-		
<b>Total ADA</b>					<b>442.1</b>	<b>443.0</b>	<b>443.0</b>	-		

**MSA-3**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	143,904	259,028	259,028	805,864	2,942,837	2,962,661	2,962,661	-	2,156,797	27%
8012 Education Protection Account Entitlement	-	144,119	-	144,119	582,279	578,620	578,620	-	434,501	25%
8096 Charter Schools in Lieu of Property Taxes	73,591	73,592	73,591	386,354	938,250	940,290	940,290	-	553,936	41%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>217,495</b>	<b>476,739</b>	<b>332,619</b>	<b>1,336,337</b>	<b>4,463,366</b>	<b>4,481,571</b>	<b>4,481,571</b>	<b>-</b>	<b>3,145,234</b>	<b>30%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	-	-	-	-	57,500	57,500	57,500	-	57,500	0%
8220 Child Nutrition Programs	-	-	-	-	242,790	242,790	242,790	-	242,790	0%
8291 Title I	-	42,886	-	42,886	140,237	171,545	171,545	-	128,659	25%
8292 Title II	-	5,046	-	5,046	22,280	20,287	20,287	-	15,241	25%
8296 Other Federal Revenue	-	-	-	-	22,200	22,200	22,200	-	22,200	0%
8297 PY Federal - Not Accrued	1,794	-	-	1,794	-	1,794	1,794	-	-	100%
<b>SUBTOTAL - Federal Revenue</b>	<b>1,794</b>	<b>47,932</b>	<b>-</b>	<b>49,726</b>	<b>485,007</b>	<b>516,116</b>	<b>516,116</b>	<b>-</b>	<b>466,390</b>	<b>10%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	1,632	10,444	-	11,313	-	869	11,314	10,445	1	100%
8381 Special Education - Entitlement (State)	-	-	-	-	227,219	227,713	227,713	-	227,713	0%
8520 Child Nutrition - State	-	-	-	-	20,725	20,725	20,725	-	20,725	0%
8550 Mandated Cost Reimbursements	-	-	-	-	10,903	75,347	75,486	139	75,486	0%
8560 State Lottery Revenue	-	-	-	-	84,853	85,946	85,946	-	85,946	0%
8596 ASES	-	-	-	-	103,600	113,234	113,234	-	113,234	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>1,632</b>	<b>10,444</b>	<b>-</b>	<b>11,313</b>	<b>447,300</b>	<b>523,834</b>	<b>534,418</b>	<b>10,584</b>	<b>523,105</b>	<b>2%</b>
<b>Local Revenue</b>										
8634 Food Service Sales	-	922	916	1,837	1,270	1,270	4,270	3,000	2,433	43%
8682 Summer Program	-	-	-	-	34,158	34,158	34,158	-	34,158	0%
8690 Other Local Revenue	-	3,384	18	3,402	5,150	4,450	4,450	-	1,048	76%
8699 All Other Local Revenue	-	-	300	1,000	-	700	1,000	300	-	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>-</b>	<b>4,306</b>	<b>1,233</b>	<b>6,239</b>	<b>40,578</b>	<b>40,578</b>	<b>43,878</b>	<b>3,300</b>	<b>37,639</b>	<b>14%</b>
<b>Fundraising and Grants</b>										
8801 Donations - Parents	-	-	-	-	1,957	1,000	1,000	-	1,000	0%
8802 Donations - Private	-	70	-	70	4,179	2,575	2,575	-	2,505	3%
8803 Fundraising	-	1,262	6,728	7,990	13,481	10,000	10,000	-	2,010	80%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>1,332</b>	<b>6,728</b>	<b>8,060</b>	<b>19,617</b>	<b>13,575</b>	<b>13,575</b>	<b>-</b>	<b>5,515</b>	<b>59%</b>
<b>TOTAL REVENUE</b>	<b>220,921</b>	<b>540,753</b>	<b>340,581</b>	<b>1,411,676</b>	<b>5,455,868</b>	<b>5,575,674</b>	<b>5,589,558</b>	<b>13,884</b>	<b>4,177,883</b>	<b>25%</b>

**MSA-3**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	108,886	111,448	105,314	449,830	1,394,762	1,314,659	1,314,659	-	864,830	34%
1300	Certificated Supervisor & Administrator Salaries	29,876	26,410	26,810	128,789	426,823	300,953	300,953	-	172,163	43%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>138,763</b>	<b>137,858</b>	<b>132,123</b>	<b>578,619</b>	<b>1,821,584</b>	<b>1,615,612</b>	<b>1,615,612</b>	<b>-</b>	<b>1,036,993</b>	<b>36%</b>
<b>Classified Salaries</b>											
2400	Classified Clerical & Office Salaries	21,743	18,881	17,894	80,628	145,000	194,236	194,236	-	113,608	42%
2900	Classified Other Salaries	40,267	32,247	32,235	149,844	183,386	339,117	339,117	-	189,273	44%
	<b>SUBTOTAL - Classified Salaries</b>	<b>62,010</b>	<b>51,127</b>	<b>50,129</b>	<b>230,471</b>	<b>328,386</b>	<b>533,353</b>	<b>533,353</b>	<b>-</b>	<b>302,882</b>	<b>43%</b>
<b>Employee Benefits</b>											
3100	STRS	21,419	19,622	19,001	83,143	253,256	223,712	223,712	-	140,570	37%
3200	PERS	7,593	7,473	7,389	34,051	51,002	82,315	82,315	-	48,264	41%
3300	OASDI-Medicare-Alternative	6,125	5,906	5,747	26,679	55,659	68,275	68,275	-	41,597	39%
3400	Health & Welfare Benefits	10,551	34,058	19,558	115,748	285,053	285,053	285,053	-	169,305	41%
3500	Unemployment Insurance	177	95	91	507	4,075	1,315	1,315	-	808	39%
3600	Workers Comp Insurance	4,114	4,114	2,007	15,008	24,209	24,197	24,197	-	9,189	62%
3900	Other Employee Benefits	-	109	-	109	1,098	1,098	1,098	-	989	10%
	<b>SUBTOTAL - Employee Benefits</b>	<b>49,978</b>	<b>71,377</b>	<b>53,792</b>	<b>275,245</b>	<b>674,352</b>	<b>685,967</b>	<b>685,967</b>	<b>-</b>	<b>410,722</b>	<b>40%</b>
<b>Books &amp; Supplies</b>											
4100	Approved Textbooks & Core Curricula Materials	4,357	-	-	15,774	10,000	20,000	20,000	-	4,226	79%
4200	Books & Other Reference Materials	-	-	-	748	3,500	3,500	3,500	-	2,752	21%
4315	Custodial Supplies	-	-	-	-	300	300	300	-	300	0%
4320	Educational Software	(2,620)	-	-	12,145	17,000	42,963	42,963	-	30,817	28%
4325	Instructional Materials & Supplies	1,752	122	-	4,121	30,000	30,000	40,583	(10,583)	36,462	10%
4326	Art & Music Supplies	-	81	-	81	5,000	5,000	5,000	-	4,919	2%
4330	Office Supplies	506	2,004	2,039	6,180	10,000	10,000	10,000	-	3,820	62%
4335	PE Supplies	-	498	-	498	1,000	1,000	1,000	-	502	50%
4340	Professional Development Supplies	-	-	-	-	250	250	250	-	250	0%
4345	Non Instructional Student Materials & Supplies	-	-	-	1,380	10,000	6,000	6,000	-	4,620	23%
4350	Uniforms	-	-	-	-	5,000	1,000	1,000	-	1,000	0%
4361	PY Supplies Expenses (not accrued)	-	(576)	-	(576)	-	-	-	-	576	
4400	Noncapitalized Equipment	7,405	-	-	7,405	18,000	18,000	18,000	-	10,595	41%
4410	Classroom Furniture, Equipment & Supplies	-	1,337	1,034	4,932	5,000	5,000	5,000	-	68	99%
4420	Computers (individual items less than \$5k)	-	3,145	733	7,910	15,000	8,400	8,400	-	490	94%
4430	Non Classroom Related Furniture, Equipment & Supplies	735	-	-	2,111	5,000	5,000	5,000	-	2,889	42%
4700	Food	-	-	-	-	291,264	-	3,000	(3,000)	3,000	0%
4710	Student Food Services	-	10,832	31,359	42,192	-	291,264	291,264	(0)	249,072	14%
4720	Other Food	426	-	-	2,687	8,000	8,000	8,000	-	5,313	34%
	<b>SUBTOTAL - Books and Supplies</b>	<b>12,440</b>	<b>17,443</b>	<b>35,166</b>	<b>107,587</b>	<b>434,314</b>	<b>455,677</b>	<b>469,259</b>	<b>(13,583)</b>	<b>361,673</b>	<b>23%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	-	-	-	3,000	3,000	3,000	-	3,000	0%

**MSA-3**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs.	Current Forecast	% Current Forecast
								Current Forecast	Remaining	Spent
5215 Travel - Mileage, Parking, Tolls	-	-	22	22	4,120	4,120	4,120	-	4,098	1%
5220 Travel and Lodging	-	-	-	-	500	500	500	-	500	0%
5300 Dues & Memberships	-	-	160	1,130	10,000	10,000	10,000	-	8,870	11%
5450 Insurance - Other	-	-	2,107	8,427	23,497	25,280	25,280	-	16,853	33%
5500 Operations & Housekeeping	963	-	-	1,044	5,000	5,000	5,000	-	3,956	21%
5605 Equipment Leases	533	2,026	2,370	6,000	15,600	15,600	15,600	-	9,600	38%
5611 Prop 39 Related Costs	-	-	31,297	35,171	318,990	290,380	290,380	-	255,209	12%
5615 Repairs and Maintenance - Building	-	-	-	43	10,500	10,500	10,500	-	10,457	0%
5617 Repairs and Maintenance - Other Equipment	-	-	-	1,681	1,500	3,000	3,000	-	1,319	56%
5803 Accounting Fees	-	-	-	-	10,300	10,300	10,300	-	10,300	0%
5809 Banking Fees	-	-	-	-	500	500	500	-	500	0%
5813 School Programs - After School Program	-	45,000	8,783	53,783	103,600	113,234	113,234	-	59,452	47%
5814 School Programs - Academic Competitions	-	-	-	-	800	800	800	-	800	0%
5819 School Programs - Other	-	85	397	772	20,000	20,000	20,000	-	19,228	4%
5820 Consultants - Non Instructional	-	-	2,373	2,373	25,000	25,000	25,000	-	22,628	9%
5822 Other Professional Services	2,739	18,000	(190)	45,461	117,596	137,252	137,252	-	91,791	33%
5824 District Oversight Fees	-	-	-	-	44,634	44,816	44,816	-	44,816	0%
5830 Field Trips Expenses	-	386	379	765	20,000	20,000	20,300	(300)	19,535	4%
5833 Fines and Penalties	-	-	-	10	-	10	10	-	-	100%
5845 Legal Fees	-	-	-	-	20,000	25,000	25,000	-	25,000	0%
5851 Marketing and Student Recruiting	4,881	858	1,059	6,987	15,450	15,450	15,450	-	8,463	45%
5857 Payroll Fees	1,114	1,037	972	5,952	24,720	24,720	24,720	-	18,768	24%
5858 CMO Fees Expense	79,113	79,113	79,113	395,566	-	976,253	976,253	(0)	580,688	41%
5861 Prior Yr Exp (not accrued)	1,083	814	3,692	8,431	-	50,425	50,425	-	41,994	17%
5863 Professional Development	150	229	-	569	51,000	19,875	19,875	-	19,306	3%
5864 Professional Development - Tuition Reimbursement	-	-	-	3,000	13,000	11,000	11,000	-	8,000	27%
5869 Special Education Contract Instructors	3,703	-	-	3,703	60,255	60,255	60,255	-	56,552	6%
5872 Special Education Encroachment	-	-	-	-	19,293	11,304	11,304	-	11,304	0%
5875 Staff Recruiting	-	-	-	-	300	300	300	-	300	0%
5884 Substitutes	-	10,217	8,651	33,748	85,000	85,000	85,000	-	51,252	40%
5887 Technology Services	6,771	20,840	2,593	32,537	74,800	75,867	75,867	-	43,331	43%
5898 Bad Debt Expense	-	-	-	0	-	-	-	-	(0)	
5900 Communications	851	777	901	4,144	3,000	9,672	9,672	-	5,528	43%
5915 Postage and Delivery	-	-	504	1,511	6,695	6,695	6,695	-	5,185	23%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>101,902</b>	<b>179,381</b>	<b>145,182</b>	<b>652,829</b>	<b>2,058,008</b>	<b>2,111,108</b>	<b>2,111,409</b>	<b>(300)</b>	<b>1,458,580</b>	<b>31%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6200 Buildings & Improvement of Buildings	-	2,038	-	4,075	-	-	-	-	(4,075)	
6900 Depreciation	3,183	3,183	3,183	15,914	19,096	20,196	20,196	-	4,283	79%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>3,183</b>	<b>5,220</b>	<b>3,183</b>	<b>19,989</b>	<b>19,096</b>	<b>20,196</b>	<b>20,196</b>	<b>-</b>	<b>207</b>	<b>99%</b>
<b>Other Outflows</b>										
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>368,275</b>	<b>462,407</b>	<b>419,575</b>	<b>1,864,740</b>	<b>5,335,741</b>	<b>5,421,913</b>	<b>5,435,796</b>	<b>(13,883)</b>	<b>3,571,056</b>	<b>34%</b>

**MSA-4**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	92,774	206,243	141,654	573,037	1,875,756	1,731,925	1,731,925	-	1,158,888	33%
Federal Revenue	3,193	19,388	9,411	38,564	259,640	234,372	240,861	6,489	202,297	16%
Other State Revenues	8,638	8,538	8,538	44,551	150,859	166,940	166,724	(216)	122,173	27%
Local Revenues	487	1,017	318	1,822	22,035	22,385	24,402	2,017	22,580	7%
Fundraising and Grants	887	-	741	2,528	3,000	4,017	4,017	-	1,489	63%
<b>Total Revenue</b>	<b>105,979</b>	<b>235,186</b>	<b>160,661</b>	<b>660,501</b>	<b>2,311,290</b>	<b>2,159,639</b>	<b>2,167,928</b>	<b>8,289</b>	<b>1,507,427</b>	<b>30%</b>
<b>Expenses</b>										
Compensation and Benefits	83,239	86,730	80,447	370,060	1,337,560	1,085,264	1,085,264	-	715,204	34%
Books and Supplies	10,117	9,428	17,781	41,375	113,174	169,842	171,154	(1,312)	129,778	24%
Services and Other Operating Expenditures	33,798	60,417	49,426	195,396	789,378	829,185	836,163	(6,978)	640,766	23%
Depreciation	5,760	3,270	1,305	14,910	15,656	15,656	15,656	-	746	95%
Other Outflows	-	-	1,603	1,603	-	-	-	-	(1,603)	
<b>Total Expenses</b>	<b>132,914</b>	<b>159,845</b>	<b>150,563</b>	<b>623,345</b>	<b>2,255,768</b>	<b>2,099,947</b>	<b>2,108,236</b>	<b>(8,289)</b>	<b>1,484,891</b>	<b>30%</b>
<b>Operating Income</b>	<b>(26,934)</b>	<b>75,341</b>	<b>10,099</b>	<b>37,156</b>	<b>55,522</b>	<b>59,692</b>	<b>59,692</b>	<b>0</b>	<b>22,536</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					917,537	917,537	917,537			
Audit Adjustment					-	-	112,622			
Operating Income					55,522	59,692	59,692			
<b>Ending Fund Balance</b>					<b>973,059</b>	<b>977,229</b>	<b>1,089,851</b>			



**MSA-4**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
4-6					17	4	4	-		
7-8					54	43	43	-		
9-12					122	129	129	-		
<b>Total Enrolled</b>					<b>193</b>	<b>176</b>	<b>176</b>	-		
<b>ADA %</b>										
4-6					91.6%	91.6%	91.6%	0.0%		
7-8					97.3%	97.3%	97.3%	0.0%		
9-12					97.1%	97.1%	97.1%	0.0%		
<b>Average ADA %</b>					<b>96.7%</b>	<b>97.0%</b>	<b>97.0%</b>	<b>0.0%</b>		
<b>ADA</b>										
4-6					15.6	3.7	3.7	-		
7-8					52.5	41.8	41.8	-		
9-12					118.4	125.2	125.2	-		
<b>Total ADA</b>					<b>186.5</b>	<b>170.7</b>	<b>170.7</b>	-		

**MSA-4**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	61,100	109,980	109,980	342,160	1,223,980	1,137,362	1,137,362	-	795,202	30%
8012 Education Protection Account Entitlement	-	64,590	-	64,590	255,854	232,195	232,195	-	167,605	28%
8096 Charter Schools in Lieu of Property Taxes	31,674	31,673	31,674	166,287	395,922	362,369	362,369	-	196,082	46%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>92,774</b>	<b>206,243</b>	<b>141,654</b>	<b>573,037</b>	<b>1,875,756</b>	<b>1,731,925</b>	<b>1,731,925</b>	<b>-</b>	<b>1,158,888</b>	<b>33%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	2,922	2,922	2,922	15,338	36,535	33,424	33,424	-	18,086	46%
8220 Child Nutrition Programs	-	-	-	-	34,703	34,703	34,703	-	34,703	0%
8291 Title I	-	14,602	-	14,602	52,532	58,408	58,408	-	43,806	25%
8292 Title II	-	1,864	-	1,864	8,713	7,494	7,494	-	5,630	25%
8296 Other Federal Revenue	-	-	-	-	127,158	100,072	100,072	-	100,072	0%
8297 PY Federal - Not Accrued	271	-	-	271	-	271	271	-	-	100%
8299 All Other Federal Revenue	-	-	6,489	6,489	-	-	6,489	6,489	-	100%
<b>SUBTOTAL - Federal Revenue</b>	<b>3,193</b>	<b>19,388</b>	<b>9,411</b>	<b>38,564</b>	<b>259,640</b>	<b>234,372</b>	<b>240,861</b>	<b>6,489</b>	<b>202,297</b>	<b>16%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	100	-	-	(276)	-	-	(276)	(276)	-	100%
8381 Special Education - Entitlement (State)	8,538	8,538	8,538	44,827	106,683	97,686	97,686	-	52,859	46%
8520 Child Nutrition - State	-	-	-	-	2,412	2,412	2,412	-	2,412	0%
8550 Mandated Cost Reimbursements	-	-	-	-	5,958	33,721	33,780	60	33,780	0%
8560 State Lottery Revenue	-	-	-	-	35,806	33,122	33,122	-	33,122	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>8,638</b>	<b>8,538</b>	<b>8,538</b>	<b>44,551</b>	<b>150,859</b>	<b>166,940</b>	<b>166,724</b>	<b>(216)</b>	<b>122,173</b>	<b>27%</b>
<b>Local Revenue</b>										
8634 Food Service Sales	487	-	318	805	137	487	1,487	1,000	682	54%
8682 Summer Program	-	-	-	-	21,898	21,898	21,898	-	21,898	0%
8690 Other Local Revenue	-	1,017	-	1,017	-	-	1,017	1,017	-	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>487</b>	<b>1,017</b>	<b>318</b>	<b>1,822</b>	<b>22,035</b>	<b>22,385</b>	<b>24,402</b>	<b>2,017</b>	<b>22,580</b>	<b>7%</b>
<b>Fundraising and Grants</b>										
8802 Donations - Private	-	-	-	-	-	1,017	1,017	-	1,017	0%
8803 Fundraising	887	-	741	2,528	3,000	3,000	3,000	-	472	84%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>887</b>	<b>-</b>	<b>741</b>	<b>2,528</b>	<b>3,000</b>	<b>4,017</b>	<b>4,017</b>	<b>-</b>	<b>1,489</b>	<b>63%</b>
<b>TOTAL REVENUE</b>	<b>105,979</b>	<b>235,186</b>	<b>160,661</b>	<b>660,501</b>	<b>2,311,290</b>	<b>2,159,639</b>	<b>2,167,928</b>	<b>8,289</b>	<b>1,507,427</b>	<b>30%</b>



**MSA-4**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim	Current Forecast	1st Interim	Current Forecast	% Current Forecast Spent
						(Revised Budget)		Budget vs. Current Forecast		
5615 Repairs and Maintenance - Building	-	-	-	-	2,000	2,000	2,000	-	2,000	0%
5617 Repairs and Maintenance - Other Equipment	-	-	-	-	-	5,000	5,000	-	5,000	0%
5803 Accounting Fees	-	-	-	-	8,240	8,240	8,240	-	8,240	0%
5809 Banking Fees	-	-	-	-	530	530	530	-	530	0%
5813 School Programs - After School Program	-	-	-	-	2,060	2,060	2,060	-	2,060	0%
5814 School Programs - Academic Competitions	-	475	-	475	3,000	5,000	5,000	-	4,525	10%
5819 School Programs - Other	100	-	957	1,057	1,545	1,545	1,545	-	488	68%
5820 Consultants - Non Instructional	-	-	3,365	3,365	9,802	9,802	9,802	-	6,437	34%
5822 Other Professional Services	4,215	5,043	1,123	22,212	76,854	100,674	100,674	-	78,462	22%
5824 District Oversight Fees	1,462	1,462	1,462	7,676	18,758	17,319	17,319	-	9,643	44%
5830 Field Trips Expenses	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
5845 Legal Fees	-	-	-	-	25,000	25,000	25,000	-	25,000	0%
5851 Marketing and Student Recruiting	1,261	-	-	1,261	10,000	7,000	7,000	-	5,739	18%
5857 Payroll Fees	623	623	623	2,932	9,888	9,888	9,888	-	6,956	30%
5858 CMO Fees Expense	6,547	6,547	7,475	33,664	-	80,793	80,793	(0)	47,129	42%
5861 Prior Yr Exp (not accrued)	(891)	1,143	-	489	-	-	489	(489)	-	100%
5863 Professional Development	515	-	-	515	25,620	25,620	25,620	-	25,105	2%
5864 Professional Development - Tuition Reimbursement	-	-	-	-	30,000	25,000	25,000	-	25,000	0%
5869 Special Education Contract Instructors	4,820	8,879	-	13,698	89,610	89,610	89,610	-	75,912	15%
5872 Special Education Encroachment	2,292	2,292	2,292	12,033	28,644	26,222	26,222	-	14,189	46%
5884 Substitutes	1,980	13,532	3,501	19,013	30,000	70,950	70,950	-	51,937	27%
5887 Technology Services	4,779	11,016	2,110	19,462	67,290	67,176	67,176	-	47,714	29%
5893 Transportation - Student	6,145	6,145	6,145	24,582	69,010	62,000	62,000	-	37,418	40%
5898 Bad Debt Expense	-	-	-	1	-	1	1	-	-	100%
5900 Communications	(1,309)	359	357	1,419	3,000	4,320	4,320	-	2,901	33%
5915 Postage and Delivery	521	-	-	521	2,060	2,060	2,060	-	1,539	25%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>33,798</b>	<b>60,417</b>	<b>49,426</b>	<b>195,396</b>	<b>789,378</b>	<b>829,185</b>	<b>836,163</b>	<b>(6,978)</b>	<b>640,766</b>	<b>23%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6200 Buildings & Improvement of Buildings	4,455	1,965	-	8,385	-	-	-	-	(8,385)	
6900 Depreciation	1,305	1,305	1,305	6,525	15,656	15,656	15,656	-	9,131	42%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>5,760</b>	<b>3,270</b>	<b>1,305</b>	<b>14,910</b>	<b>15,656</b>	<b>15,656</b>	<b>15,656</b>	<b>-</b>	<b>746</b>	<b>95%</b>
<b>Other Outflows</b>										
7999 Uncategorized Expense	-	-	1,603	1,603	-	-	-	-	(1,603)	
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>1,603</b>	<b>1,603</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(1,603)</b>	
<b>TOTAL EXPENSES</b>	<b>132,914</b>	<b>159,845</b>	<b>150,563</b>	<b>623,345</b>	<b>2,255,768</b>	<b>2,099,947</b>	<b>2,108,236</b>	<b>(8,289)</b>	<b>1,484,891</b>	<b>30%</b>

**MSA-5**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	135,451	186,768	130,184	574,437	1,939,936	1,929,828	1,929,828	-	1,355,390	30%
Federal Revenue	3,475	12,747	9,117	31,550	226,461	247,827	254,018	6,191	222,468	12%
Other State Revenues	10,366	8,658	8,553	45,546	180,136	210,305	210,978	673	165,432	22%
Local Revenues	-	1,017	-	1,017	28,536	136,178	137,195	1,017	136,178	1%
Fundraising and Grants	-	-	-	-	1,000	2,017	2,017	-	2,017	0%
<b>Total Revenue</b>	<b>149,292</b>	<b>209,190</b>	<b>147,854</b>	<b>652,551</b>	<b>2,376,069</b>	<b>2,526,155</b>	<b>2,534,035</b>	<b>7,881</b>	<b>1,881,485</b>	<b>26%</b>
<b>Expenses</b>										
Compensation and Benefits	124,679	142,144	128,516	547,975	1,399,666	1,461,162	1,461,162	0	913,188	38%
Books and Supplies	29,052	34,170	2,879	83,494	225,109	274,711	275,985	(1,275)	192,492	30%
Services and Other Operating Expenditures	12,850	33,462	36,947	140,197	675,372	702,081	708,687	(6,606)	568,490	20%
Depreciation	20,393	(11,008)	1,433	13,684	11,400	18,908	18,908	-	5,224	72%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>186,974</b>	<b>198,768</b>	<b>169,776</b>	<b>785,349</b>	<b>2,311,546</b>	<b>2,456,862</b>	<b>2,464,743</b>	<b>(7,881)</b>	<b>1,679,394</b>	<b>32%</b>
<b>Operating Income</b>	<b>(37,682)</b>	<b>10,422</b>	<b>(21,921)</b>	<b>(132,798)</b>	<b>64,523</b>	<b>69,292</b>	<b>69,293</b>	<b>0</b>	<b>202,091</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					1,212,490	1,212,490	1,212,490			
Audit Adjustment					-	-	163,067			
Operating Income					64,523	69,292	69,293			
<b>Ending Fund Balance</b>					<b>1,277,013</b>	<b>1,281,783</b>	<b>1,444,850</b>			

**MSA-5  
Income Statement  
As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
4-6					50	61	61	-		
7-8					105	107	107	-		
9-12					55	42	42	-		
<b>Total Enrolled</b>					<b>210</b>	<b>210</b>	<b>210</b>	-		
<b>ADA %</b>										
4-6					95.1%	95.1%	95.1%	0.0%		
7-8					94.0%	94.0%	94.0%	0.0%		
9-12					93.8%	93.8%	93.8%	0.0%		
<b>Average ADA %</b>					<b>94.2%</b>	<b>94.3%</b>	<b>94.3%</b>	<b>0.0%</b>		
<b>ADA</b>										
4-6					47.56	58.02	58.02	-		
7-8					98.68	100.56	100.56	-		
9-12					51.59	39.40	39.40	-		
<b>Total ADA</b>					<b>197.83</b>	<b>197.98</b>	<b>197.98</b>	-		

**MSA-5**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	97,777	98,458	98,458	349,392	1,260,016	1,251,591	1,251,591	-	902,199	28%
8012 Education Protection Account Entitlement	-	58,482	-	58,482	260,027	258,027	258,027	-	199,545	23%
8096 Charter Schools in Lieu of Property Taxes	37,674	29,828	31,726	166,563	419,893	420,210	420,210	-	253,646	40%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>135,451</b>	<b>186,768</b>	<b>130,184</b>	<b>574,437</b>	<b>1,939,936</b>	<b>1,929,828</b>	<b>1,929,828</b>	<b>-</b>	<b>1,355,390</b>	<b>30%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	3,475	2,751	2,926	15,363	38,747	38,759	38,759	-	23,396	40%
8291 Title I	-	7,999	-	7,999	83,269	96,012	96,012	-	88,013	8%
8292 Title II	-	1,997	-	1,997	7,948	8,550	8,550	-	6,553	23%
8296 Other Federal Revenue	-	-	-	-	96,497	104,506	104,506	-	104,506	0%
8299 All Other Federal Revenue	-	-	6,191	6,191	-	-	6,191	6,191	-	100%
<b>SUBTOTAL - Federal Revenue</b>	<b>3,475</b>	<b>12,747</b>	<b>9,117</b>	<b>31,550</b>	<b>226,461</b>	<b>247,827</b>	<b>254,018</b>	<b>6,191</b>	<b>222,468</b>	<b>12%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	210	617	-	645	-	28	645	617	-	100%
8381 Special Education - Entitlement (State)	10,156	8,041	8,553	44,901	113,142	113,278	113,278	-	68,377	40%
8550 Mandated Cost Reimbursements	-	-	-	-	2,932	29,106	29,163	56	29,163	0%
8560 State Lottery Revenue	-	-	-	-	37,974	38,409	38,409	-	38,409	0%
8596 ASES	-	-	-	-	26,088	29,484	29,484	-	29,484	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>10,366</b>	<b>8,658</b>	<b>8,553</b>	<b>45,546</b>	<b>180,136</b>	<b>210,305</b>	<b>210,978</b>	<b>673</b>	<b>165,432</b>	<b>22%</b>
<b>Local Revenue</b>										
8682 Summer Program	-	-	-	-	17,178	17,178	17,178	-	17,178	0%
8690 Other Local Revenue	-	1,017	-	1,017	11,358	-	1,017	1,017	-	100%
8714 SpEd Option 3	-	-	-	-	-	119,000	119,000	-	119,000	0%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>-</b>	<b>1,017</b>	<b>-</b>	<b>1,017</b>	<b>28,536</b>	<b>136,178</b>	<b>137,195</b>	<b>1,017</b>	<b>136,178</b>	<b>1%</b>
<b>Fundraising and Grants</b>										
8802 Donations - Private	-	-	-	-	-	1,017	1,017	-	1,017	0%
8803 Fundraising	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,000</b>	<b>2,017</b>	<b>2,017</b>	<b>-</b>	<b>2,017</b>	<b>0%</b>
<b>TOTAL REVENUE</b>	<b>149,292</b>	<b>209,190</b>	<b>147,854</b>	<b>652,551</b>	<b>2,376,069</b>	<b>2,526,155</b>	<b>2,534,035</b>	<b>7,881</b>	<b>1,881,485</b>	<b>26%</b>

**MSA-5**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	67,032	66,783	67,520	258,331	732,541	730,827	730,827	-	472,496	35%
1300	Certificated Supervisor & Administrator Salaries	14,683	15,483	15,833	74,917	165,000	195,000	195,000	-	120,083	38%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>81,715</b>	<b>82,266</b>	<b>83,353</b>	<b>333,247</b>	<b>897,541</b>	<b>925,827</b>	<b>925,827</b>	<b>-</b>	<b>592,580</b>	<b>36%</b>
<b>Classified Salaries</b>											
2400	Classified Clerical & Office Salaries	10,311	9,952	10,851	45,237	72,466	82,848	82,848	-	37,611	55%
2900	Classified Other Salaries	3,522	3,876	3,053	14,651	40,950	48,465	48,465	0	33,814	30%
	<b>SUBTOTAL - Classified Salaries</b>	<b>13,833</b>	<b>13,828</b>	<b>13,904</b>	<b>59,889</b>	<b>113,416</b>	<b>131,313</b>	<b>131,313</b>	<b>0</b>	<b>71,424</b>	<b>46%</b>
<b>Employee Benefits</b>											
3100	STRS	11,748	11,849	12,006	47,958	124,318	128,400	128,400	-	80,442	37%
3200	PERS	2,069	2,175	2,022	9,073	17,615	20,394	20,394	0	11,321	44%
3300	OASDI-Medicare-Alternative	2,398	2,435	2,386	9,864	23,924	25,703	25,703	(0)	15,839	38%
3400	Health & Welfare Benefits	11,164	27,838	13,659	80,287	206,568	215,568	215,568	-	135,281	37%
3500	Unemployment Insurance	48	48	378	210	3,505	659	658	1	448	32%
3600	Workers Comp Insurance	1,704	1,704	808	7,446	11,383	11,903	11,904	(0)	4,458	63%
3900	Other Employee Benefits	-	-	-	-	1,395	1,395	1,395	-	1,395	0%
	<b>SUBTOTAL - Employee Benefits</b>	<b>29,131</b>	<b>46,050</b>	<b>31,259</b>	<b>154,839</b>	<b>388,709</b>	<b>404,022</b>	<b>404,022</b>	<b>0</b>	<b>249,184</b>	<b>38%</b>
<b>Books &amp; Supplies</b>											
4100	Approved Textbooks & Core Curricula Materials	11,463	6,758	-	18,220	22,000	15,000	18,220	(3,220)	-	100%
4200	Books & Other Reference Materials	-	-	-	-	5,500	5,500	5,500	-	5,500	0%
4315	Custodial Supplies	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
4320	Educational Software	15,215	-	-	24,291	45,000	50,000	50,000	-	25,709	49%
4325	Instructional Materials & Supplies	-	1,752	1,527	10,059	11,000	47,482	45,536	1,946	35,477	22%
4326	Art & Music Supplies	-	-	-	-	-	2,000	2,000	-	2,000	0%
4330	Office Supplies	1,760	430	1,408	5,135	5,000	10,000	10,000	-	4,865	51%
4335	PE Supplies	-	-	-	-	-	2,000	2,000	-	2,000	0%
4345	Non Instructional Student Materials & Supplies	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
4350	Uniforms	-	-	-	-	-	3,150	3,150	-	3,150	0%
4351	Yearbook	-	-	-	-	-	1,500	1,500	-	1,500	0%
4400	Noncapitalized Equipment	-	-	-	-	6,000	6,000	2,339	3,661	2,339	0%
4410	Classroom Furniture, Equipment & Supplies	128	111	(56)	183	1,030	2,500	2,500	-	2,317	7%
4420	Computers (individual items less than \$5k)	-	3,661	-	3,661	-	-	3,661	(3,661)	-	100%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	3,000	-	3,000	7,000	7,000	7,000	-	4,000	43%
4710	Student Food Services	-	18,458	-	18,458	-	112,579	112,579	-	94,121	16%
4720	Other Food	487	-	-	487	4,000	4,000	4,000	-	3,513	12%
	<b>SUBTOTAL - Books and Supplies</b>	<b>29,052</b>	<b>34,170</b>	<b>2,879</b>	<b>83,494</b>	<b>225,109</b>	<b>274,711</b>	<b>275,985</b>	<b>(1,275)</b>	<b>192,492</b>	<b>30%</b>
<b>Services &amp; Other Operating Expenses</b>											
5200	Travel & Conferences	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
5210	Conference Fees	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
5215	Travel - Mileage, Parking, Tolls	56	-	-	56	1,000	1,000	1,000	-	944	6%



**MSA-5**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim	Current	1st Interim	Current	% Current
						(Revised Budget)	Forecast	Budget vs. Current Forecast	Forecast Remaining	Forecast Spent
5300 Dues & Memberships	-	-	-	970	5,000	5,000	5,000	-	4,030	19%
5450 Insurance - Other	-	-	897	4,483	7,214	10,760	10,760	-	6,277	42%
5500 Operations & Housekeeping	293	-	-	293	-	500	500	-	207	59%
5605 Equipment Leases	296	644	202	1,674	6,600	6,600	12,791	(6,191)	11,117	13%
5611 Prop 39 Related Costs	-	-	14,899	14,899	150,132	119,195	119,195	-	104,296	13%
5615 Repairs and Maintenance - Building	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
5617 Repairs and Maintenance - Other Equipment	(1,440)	-	-	(1,440)	3,470	3,470	3,470	-	4,910	-41%
5803 Accounting Fees	-	-	-	-	5,783	5,783	5,783	-	5,783	0%
5809 Banking Fees	-	-	-	-	424	424	424	-	424	0%
5813 School Programs - After School Program	-	-	7,826	7,826	26,088	29,484	29,484	-	21,658	27%
5814 School Programs - Academic Competitions	-	-	-	-	639	2,000	2,000	-	2,000	0%
5819 School Programs - Other	-	-	-	-	391	391	391	-	391	0%
5820 Consultants - Non Instructional	1,200	1,148	1,542	3,890	30,000	30,000	30,000	-	26,110	13%
5822 Other Professional Services	(9,088)	5,043	3,235	25,452	26,000	66,843	66,843	-	41,392	38%
5824 District Oversight Fees	1,700	1,317	1,409	7,399	19,399	19,298	19,298	-	11,899	38%
5830 Field Trips Expenses	-	537	435	972	5,000	10,000	10,000	-	9,029	10%
5845 Legal Fees	-	-	-	-	25,000	25,000	25,000	-	25,000	0%
5851 Marketing and Student Recruiting	-	-	1,841	1,841	10,000	10,000	10,000	-	8,159	18%
5857 Payroll Fees	746	691	717	3,296	8,000	8,000	8,000	-	4,704	41%
5858 CMO Fees Expense	6,547	6,547	14,022	40,211	-	80,793	80,793	(0)	40,582	50%
5861 Prior Yr Exp (not accrued)	-	415	(2,071)	(1,283)	-	373	788	(415)	2,071	-163%
5863 Professional Development	700	2,010	-	2,710	37,100	37,100	37,100	-	34,390	7%
5864 Professional Development - Tuition Reimbursement	-	-	-	-	22,500	22,500	22,500	-	22,500	0%
5869 Special Education Contract Instructors	3,453	5,275	-	8,727	75,184	75,184	75,184	-	66,457	12%
5872 Special Education Encroachment	2,726	2,158	2,296	12,053	30,378	30,407	30,407	-	18,355	40%
5875 Staff Recruiting	-	-	-	-	2,000	2,000	2,000	-	2,000	0%
5884 Substitutes	1,678	2,703	1,694	6,075	15,000	15,000	15,000	-	8,925	40%
5887 Technology Services	3,342	4,590	2,397	12,582	59,500	59,973	59,973	-	47,390	21%
5900 Communications	339	347	(14,727)	(13,363)	3,000	3,000	3,000	-	16,363	-445%
5915 Postage and Delivery	302	37	332	872	2,000	2,000	2,000	-	1,128	44%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>12,850</b>	<b>33,462</b>	<b>36,947</b>	<b>140,197</b>	<b>675,372</b>	<b>702,081</b>	<b>708,687</b>	<b>(6,606)</b>	<b>568,490</b>	<b>20%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6200 Buildings & Improvement of Buildings	4,523	1,996	-	6,519	-	-	-	-	(6,519)	
6900 Depreciation	1,433	1,433	1,433	7,165	11,400	18,908	18,908	-	11,743	38%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>20,393</b>	<b>(11,008)</b>	<b>1,433</b>	<b>13,684</b>	<b>11,400</b>	<b>18,908</b>	<b>18,908</b>	<b>-</b>	<b>5,224</b>	<b>72%</b>
<b>Other Outflows</b>										
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>186,974</b>	<b>198,768</b>	<b>169,776</b>	<b>785,349</b>	<b>2,311,546</b>	<b>2,456,862</b>	<b>2,464,743</b>	<b>(7,881)</b>	<b>1,679,394</b>	<b>32%</b>

**MSA-6**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	79,965	174,850	120,684	491,800	1,574,417	1,476,568	1,476,568	-	984,769	33%
Federal Revenue	2,681	21,150	2,681	32,545	170,405	175,300	175,300	-	142,756	19%
Other State Revenues	7,946	7,836	7,836	41,248	220,619	221,334	221,389	55	180,141	19%
Local Revenues	-	949	-	2,149	-	1,200	2,149	949	0	100%
Fundraising and Grants	-	2,732	1,862	6,949	15,000	14,749	14,749	-	7,800	47%
<b>Total Revenue</b>	<b>90,592</b>	<b>207,517</b>	<b>133,063</b>	<b>574,690</b>	<b>1,980,442</b>	<b>1,889,151</b>	<b>1,890,155</b>	<b>1,004</b>	<b>1,315,465</b>	<b>30%</b>
<b>Expenses</b>										
Compensation and Benefits	86,314	100,563	95,263	412,090	1,173,022	1,182,176	1,182,176	-	770,086	35%
Books and Supplies	2,285	3,768	14,099	37,706	127,250	129,346	130,350	(1,003)	92,643	29%
Services and Other Operating Expenditures	23,797	29,697	48,844	174,413	509,765	514,219	514,219	(0)	339,807	34%
Depreciation	2,798	1,648	1,648	9,391	28,726	28,726	28,726	-	19,335	33%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>115,194</b>	<b>135,676</b>	<b>159,854</b>	<b>633,600</b>	<b>1,838,764</b>	<b>1,854,468</b>	<b>1,855,471</b>	<b>(1,004)</b>	<b>1,221,871</b>	<b>34%</b>
<b>Operating Income</b>	<b>(24,602)</b>	<b>71,841</b>	<b>(26,791)</b>	<b>(58,910)</b>	<b>141,678</b>	<b>34,684</b>	<b>34,684</b>	<b>(0)</b>	<b>93,594</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					1,119,974	1,119,974	1,119,974			
Audit Adjustment					-	-	138,947			
Operating Income					141,678	34,684	34,684			
<b>Ending Fund Balance</b>					<b>1,261,652</b>	<b>1,154,658</b>	<b>1,293,605</b>			

**MSA-6**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
4-6					60	48	48	-		
7-8					114	115	115	-		
<b>Total Enrolled</b>					<b>174</b>	<b>163</b>	<b>163</b>	-		
<b>ADA %</b>										
4-6					97.0%	97.0%	97.0%	0.0%		
7-8					97.0%	97.0%	97.0%	0.0%		
<b>Average ADA %</b>					<b>97.0%</b>	<b>97.0%</b>	<b>97.0%</b>	<b>0.0%</b>		
<b>ADA</b>										
4-6					58.20	46.56	46.56	-		
7-8					110.58	111.55	111.55	-		
<b>Total ADA</b>					<b>168.78</b>	<b>158.11</b>	<b>158.11</b>	-		

**MSA-6**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	50,898	91,617	91,617	285,030	1,004,648	944,492	944,492	-	659,462	30%
8012 Education Protection Account Entitlement	-	54,166	-	54,166	211,542	196,496	196,496	-	142,330	28%
8096 Charter Schools in Lieu of Property Taxes	29,067	29,067	29,067	152,604	358,227	335,581	335,581	-	182,977	45%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>79,965</b>	<b>174,850</b>	<b>120,684</b>	<b>491,800</b>	<b>1,574,417</b>	<b>1,476,568</b>	<b>1,476,568</b>	<b>-</b>	<b>984,769</b>	<b>33%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	2,681	2,681	2,681	14,076	33,057	30,953	30,953	-	16,877	45%
8220 Child Nutrition Programs	-	-	-	-	54,279	54,279	54,279	-	54,279	0%
8291 Title I	-	14,830	-	14,830	52,283	60,463	60,463	-	45,633	25%
8292 Title II	-	1,841	-	1,841	8,586	7,405	7,405	-	5,564	25%
8296 Other Federal Revenue	-	1,798	-	1,798	22,200	22,200	22,200	-	20,402	8%
<b>SUBTOTAL - Federal Revenue</b>	<b>2,681</b>	<b>21,150</b>	<b>2,681</b>	<b>32,545</b>	<b>170,405</b>	<b>175,300</b>	<b>175,300</b>	<b>-</b>	<b>142,756</b>	<b>19%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	110	-	-	110	-	110	110	-	-	100%
8381 Special Education - Entitlement (State)	7,836	7,836	7,836	41,138	96,526	90,464	90,464	-	49,326	45%
8520 Child Nutrition - State	-	-	-	-	3,800	3,800	3,800	-	3,800	0%
8545 School Facilities Apportionments	-	-	-	-	85,500	68,400	68,400	-	68,400	0%
8550 Mandated Cost Reimbursements	-	-	-	-	2,397	27,887	27,942	55	27,942	0%
8560 State Lottery Revenue	-	-	-	-	32,397	30,673	30,673	-	30,673	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>7,946</b>	<b>7,836</b>	<b>7,836</b>	<b>41,248</b>	<b>220,619</b>	<b>221,334</b>	<b>221,389</b>	<b>55</b>	<b>180,141</b>	<b>19%</b>
<b>Local Revenue</b>										
8690 Other Local Revenue	-	949	-	2,149	-	1,200	2,149	949	-	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>-</b>	<b>949</b>	<b>-</b>	<b>2,149</b>	<b>-</b>	<b>1,200</b>	<b>2,149</b>	<b>949</b>	<b>0</b>	<b>100%</b>
<b>Fundraising and Grants</b>										
8802 Donations - Private	-	-	-	2,600	5,000	5,949	5,949	-	3,349	44%
8803 Fundraising	-	2,732	1,862	4,349	10,000	8,800	8,800	-	4,451	49%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>2,732</b>	<b>1,862</b>	<b>6,949</b>	<b>15,000</b>	<b>14,749</b>	<b>14,749</b>	<b>-</b>	<b>7,800</b>	<b>47%</b>
<b>TOTAL REVENUE</b>	<b>90,592</b>	<b>207,517</b>	<b>133,063</b>	<b>574,690</b>	<b>1,980,442</b>	<b>1,889,151</b>	<b>1,890,155</b>	<b>1,004</b>	<b>1,315,465</b>	<b>30%</b>



**MSA-6**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim	Current	1st Interim	Current	% Current
						(Revised Budget)	Forecast	Budget vs. Current Forecast	Forecast Remaining	Forecast Spent
5610 Rent	9,500	9,500	9,500	57,000	114,000	114,000	114,000	-	57,000	50%
5615 Repairs and Maintenance - Building	-	-	-	-	17,060	17,060	17,060	-	17,060	0%
5803 Accounting Fees	-	-	-	-	4,635	4,635	4,635	-	4,635	0%
5809 Banking Fees	-	-	-	-	515	515	515	-	515	0%
5819 School Programs - Other	-	470	-	470	3,000	3,000	3,000	-	2,530	16%
5820 Consultants - Non Instructional	-	-	1,464	1,464	8,240	8,240	8,240	-	6,776	18%
5822 Other Professional Services	65	-	3,413	7,516	27,596	27,596	27,596	-	20,080	27%
5824 District Oversight Fees	1,242	1,242	1,242	6,519	15,744	14,766	14,766	-	8,247	44%
5830 Field Trips Expenses	-	1,996	1,431	3,427	10,300	15,300	15,300	-	11,873	22%
5845 Legal Fees	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
5851 Marketing and Student Recruiting	-	-	-	1,077	18,540	9,284	9,284	-	8,207	12%
5857 Payroll Fees	623	614	614	3,416	10,403	10,403	10,403	-	6,987	33%
5858 CMO Fees Expense	-	6,547	14,022	40,211	-	80,793	80,793	-	40,582	50%
5861 Prior Yr Exp (not accrued)	2,717	-	96	3,479	-	3,400	3,400	(0)	(79)	102%
5863 Professional Development	2,073	-	-	2,073	15,000	18,000	18,000	-	15,927	12%
5864 Professional Development - Tuition Reimbursement	-	-	-	-	25,000	28,000	28,000	-	28,000	0%
5869 Special Education Contract Instructors	-	-	5,346	5,346	35,000	35,000	35,000	-	29,654	15%
5872 Special Education Encroachment	2,103	2,103	2,103	11,043	25,917	24,283	24,283	-	13,241	45%
5884 Substitutes	-	-	2,173	2,173	15,000	15,000	15,000	-	12,827	14%
5887 Technology Services	4,630	6,382	1,497	14,981	41,820	41,857	41,857	-	26,876	36%
5898 Bad Debt Expense	-	-	-	-	0	0	0	-	0	0%
5900 Communications	163	193	196	3,161	3,000	3,000	3,000	-	(161)	105%
5915 Postage and Delivery	403	403	-	805	4,120	4,120	4,120	-	3,315	20%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>23,797</b>	<b>29,697</b>	<b>48,844</b>	<b>174,413</b>	<b>509,765</b>	<b>514,219</b>	<b>514,219</b>	<b>(0)</b>	<b>339,807</b>	<b>34%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6200 Buildings & Improvement of Buildings	1,150	-	-	1,150	-	-	-	-	(1,150)	
6900 Depreciation	1,648	1,648	1,648	8,241	28,726	28,726	28,726	-	20,485	29%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>2,798</b>	<b>1,648</b>	<b>1,648</b>	<b>9,391</b>	<b>28,726</b>	<b>28,726</b>	<b>28,726</b>	<b>-</b>	<b>19,335</b>	<b>33%</b>
<b>Other Outflows</b>										
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>115,194</b>	<b>135,676</b>	<b>159,854</b>	<b>633,600</b>	<b>1,838,764</b>	<b>1,854,468</b>	<b>1,855,471</b>	<b>(1,004)</b>	<b>1,221,871</b>	<b>34%</b>

**MSA-7**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	133,471	288,573	201,794	817,393	2,658,045	2,628,620	2,628,620	-	1,811,227	31%
Federal Revenue	4,434	33,650	4,434	52,493	235,853	253,209	253,208	(0)	200,715	21%
Other State Revenues	13,515	12,958	12,958	68,586	564,241	593,416	593,505	89	524,919	12%
Local Revenues	1,074	3,120	692	6,117	53,168	37,408	39,306	1,898	33,189	16%
Fundraising and Grants	70	4,301	991	5,956	11,000	12,898	12,898	-	6,941	46%
<b>Total Revenue</b>	<b>152,563</b>	<b>342,601</b>	<b>220,868</b>	<b>950,544</b>	<b>3,522,307</b>	<b>3,525,550</b>	<b>3,527,536</b>	<b>1,987</b>	<b>2,576,992</b>	<b>27%</b>
<b>Expenses</b>										
Compensation and Benefits	149,441	163,981	141,975	636,572	1,682,985	1,672,274	1,672,036	238	1,035,464	38%
Books and Supplies	11,773	27,482	11,263	77,918	188,317	203,550	207,228	(3,677)	129,309	38%
Services and Other Operating Expenditures	66,254	147,236	46,212	556,901	1,551,087	1,469,029	1,467,577	1,452	910,676	38%
Depreciation	(1,829)	1,691	1,691	12,936	45,159	44,909	44,909	0	31,973	29%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>225,639</b>	<b>340,389</b>	<b>201,141</b>	<b>1,284,327</b>	<b>3,467,548</b>	<b>3,389,763</b>	<b>3,391,750</b>	<b>(1,987)</b>	<b>2,107,422</b>	<b>38%</b>
<b>Operating Income</b>	<b>(73,076)</b>	<b>2,212</b>	<b>19,726</b>	<b>(333,783)</b>	<b>54,759</b>	<b>135,787</b>	<b>135,787</b>	<b>0</b>	<b>469,570</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					901,012	901,012	901,012			
Audit Adjustment					-	-	111,318			
Beginning Balance (Audited)					901,012	901,012	1,012,330			
Operating Income					54,759	135,787	135,787			
<b>Ending Fund Balance</b>					<b>955,771</b>	<b>1,036,799</b>	<b>1,148,117</b>			

**MSA-7**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
K-3					165	163	163	-		
4-6					130	129	129	-		
<b>Total Enrolled</b>					<b>295</b>	<b>292</b>	<b>292</b>	-		
<b>ADA %</b>										
K-3					96.0%	96.0%	96.0%	0.0%		
4-6					96.0%	96.0%	96.0%	0.0%		
<b>Average ADA %</b>					<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>0.0%</b>		
<b>ADA</b>										
K-3					158.40	156.48	156.48	-		
4-6					124.80	123.84	123.84	-		
<b>Total ADA</b>					<b>283.20</b>	<b>280.32</b>	<b>280.32</b>	-		



**MSA-7**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	85,403	153,726	153,726	478,258	1,713,079	1,696,136	1,696,136	-	1,217,878	28%
8012 Education Protection Account Entitlement	-	86,780	-	86,780	343,888	337,518	337,518	-	250,738	26%
8096 Charter Schools in Lieu of Property Taxes	48,068	48,067	48,068	252,355	601,078	594,965	594,965	-	342,610	42%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>133,471</b>	<b>288,573</b>	<b>201,794</b>	<b>817,393</b>	<b>2,658,045</b>	<b>2,628,620</b>	<b>2,628,620</b>	<b>-</b>	<b>1,811,227</b>	<b>31%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	4,434	4,434	4,434	23,277	55,467	54,878	54,878	-	31,602	42%
8220 Child Nutrition Programs	-	-	-	-	78,624	78,624	78,624	(0)	78,624	0%
8291 Title I	-	22,492	-	22,492	72,015	91,635	91,635	-	69,143	25%
8292 Title II	-	2,938	-	2,938	13,491	11,815	11,815	-	8,877	25%
8296 Other Federal Revenue	-	3,786	-	3,786	16,256	16,256	16,256	-	12,470	23%
<b>SUBTOTAL - Federal Revenue</b>	<b>4,434</b>	<b>33,650</b>	<b>4,434</b>	<b>52,493</b>	<b>235,853</b>	<b>253,209</b>	<b>253,208</b>	<b>(0)</b>	<b>200,715</b>	<b>21%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	557	-	-	557	-	557	557	-	-	100%
8381 Special Education - Entitlement (State)	12,958	12,958	12,958	68,029	161,963	160,388	160,388	-	92,359	42%
8520 Child Nutrition - State	-	-	-	-	6,152	6,152	6,152	(0)	6,152	0%
8545 School Facilities Apportionments	-	-	-	-	187,802	162,021	162,021	-	162,021	0%
8550 Mandated Cost Reimbursements	-	-	-	-	3,963	46,115	46,205	90	46,205	0%
8560 State Lottery Revenue	-	-	-	-	54,360	54,382	54,382	-	54,382	0%
8596 ASES	-	-	-	-	150,000	163,800	163,800	-	163,800	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>13,515</b>	<b>12,958</b>	<b>12,958</b>	<b>68,586</b>	<b>564,241</b>	<b>593,416</b>	<b>593,505</b>	<b>89</b>	<b>524,919</b>	<b>12%</b>
<b>Local Revenue</b>										
8634 Food Service Sales	1,074	1,223	692	4,219	10,560	10,560	10,560	(0)	6,341	40%
8682 Summer Program	-	-	-	-	26,848	26,848	26,848	-	26,848	0%
8690 Other Local Revenue	-	1,898	-	1,898	15,759	-	1,898	1,898	0	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>1,074</b>	<b>3,120</b>	<b>692</b>	<b>6,117</b>	<b>53,168</b>	<b>37,408</b>	<b>39,306</b>	<b>1,898</b>	<b>33,189</b>	<b>16%</b>
<b>Fundraising and Grants</b>										
8802 Donations - Private	-	-	-	-	1,000	2,898	2,898	-	2,898	0%
8803 Fundraising	70	4,301	991	5,956	10,000	10,000	10,000	-	4,044	60%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>70</b>	<b>4,301</b>	<b>991</b>	<b>5,956</b>	<b>11,000</b>	<b>12,898</b>	<b>12,898</b>	<b>-</b>	<b>6,941</b>	<b>46%</b>
<b>TOTAL REVENUE</b>	<b>152,563</b>	<b>342,601</b>	<b>220,868</b>	<b>950,544</b>	<b>3,522,307</b>	<b>3,525,550</b>	<b>3,527,536</b>	<b>1,987</b>	<b>2,576,992</b>	<b>27%</b>

**MSA-7**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	77,922	76,982	76,332	309,622	859,400	843,318	843,318	-	533,696	37%
1300	Certificated Supervisor & Administrator Salaries	13,520	13,520	13,520	67,414	160,000	167,241	167,241	-	99,827	40%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>91,442</b>	<b>90,502</b>	<b>89,852</b>	<b>377,036</b>	<b>1,019,400</b>	<b>1,010,559</b>	<b>1,010,559</b>	-	<b>633,523</b>	<b>37%</b>
<b>Classified Salaries</b>											
2400	Classified Clerical & Office Salaries	7,114	9,461	8,597	38,918	79,040	71,200	71,200	-	32,282	55%
2900	Classified Other Salaries	17,378	15,104	12,199	57,133	175,303	181,703	181,703	-	124,570	31%
	<b>SUBTOTAL - Classified Salaries</b>	<b>24,492</b>	<b>24,566</b>	<b>20,796</b>	<b>96,051</b>	<b>254,343</b>	<b>252,903</b>	<b>252,903</b>	-	<b>156,852</b>	<b>38%</b>
<b>Employee Benefits</b>											
3100	STRS	13,174	13,038	12,944	54,298	136,082	141,816	141,816	-	87,518	38%
3200	PERS	3,244	3,293	2,895	13,261	38,725	38,737	38,737	-	25,476	34%
3300	OASDI-Medicare-Alternative	3,180	3,172	2,897	12,776	38,972	35,722	35,722	-	22,946	36%
3400	Health & Welfare Benefits	17,478	26,805	11,360	70,565	177,244	177,244	177,244	-	106,680	40%
3500	Unemployment Insurance	58	58	55	237	3,637	828	828	-	592	29%
3600	Workers Comp Insurance	2,548	2,548	1,176	12,349	14,342	14,227	14,227	-	1,878	87%
3900	Other Employee Benefits	-	0	-	0	238	238	-	238	(0)	
	<b>SUBTOTAL - Employee Benefits</b>	<b>33,507</b>	<b>48,914</b>	<b>31,327</b>	<b>163,486</b>	<b>409,241</b>	<b>408,812</b>	<b>408,574</b>	<b>238</b>	<b>245,088</b>	<b>40%</b>
<b>Books &amp; Supplies</b>											
4100	Approved Textbooks & Core Curricula Materials	(346)	-	-	18,247	22,000	28,000	28,000	-	9,753	65%
4200	Books & Other Reference Materials	-	-	-	229	1,000	1,000	1,000	-	771	23%
4315	Custodial Supplies	764	665	-	1,430	8,000	8,000	8,000	-	6,570	18%
4320	Educational Software	60	4,201	-	9,760	12,149	16,649	16,649	0	6,889	59%
4325	Instructional Materials & Supplies	1,092	440	75	1,717	10,871	9,371	11,183	(1,812)	9,467	15%
4326	Art & Music Supplies	-	233	-	253	5,000	5,000	253	4,747	-	100%
4330	Office Supplies	127	730	236	2,039	5,000	5,000	5,000	-	2,961	41%
4335	PE Supplies	1,066	-	-	1,066	2,000	2,000	2,000	-	934	53%
4345	Non Instructional Student Materials & Supplies	909	-	177	1,086	1,500	1,500	1,500	-	414	72%
4346	Teacher Supplies	99	52	-	229	2,400	2,400	2,400	-	2,171	10%
4351	Yearbook	-	-	-	-	760	760	760	-	760	0%
4361	PY Supplies Expenses (not accrued)	-	1,866	-	1,866	-	-	1,866	(1,866)	0	100%
4400	Noncapitalized Equipment	8,002	-	-	8,002	-	10,000	10,000	-	1,998	80%
4410	Classroom Furniture, Equipment & Supplies	-	193	1,278	2,135	2,991	2,991	2,991	0	856	71%
4420	Computers (individual items less than \$5k)	-	133	-	891	-	1,000	1,000	-	109	89%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	-	3,009	3,009	7,756	(4,747)	7,756	0%
4710	Student Food Services	-	18,910	9,245	28,155	-	104,871	104,870	1	76,715	27%
4720	Other Food	-	60	252	814	2,000	2,000	2,000	-	1,186	41%
	<b>SUBTOTAL - Books and Supplies</b>	<b>11,773</b>	<b>27,482</b>	<b>11,263</b>	<b>77,918</b>	<b>188,317</b>	<b>203,550</b>	<b>207,228</b>	<b>(3,677)</b>	<b>129,309</b>	<b>38%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
5215	Travel - Mileage, Parking, Tolls	213	254	-	677	1,000	2,000	2,000	-	1,323	34%

**MSA-7**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim	Current Forecast	1st Interim	Current Forecast Remaining	% Current Forecast Spent
						(Revised Budget)		Budget vs. Current Forecast		
5220 Travel and Lodging	-	-	-	-	1,272	1,272	1,272	0	1,272	0%
5300 Dues & Memberships	-	696	-	1,406	9,000	9,000	9,000	-	7,594	16%
5450 Insurance - Other	-	-	1,371	5,485	17,141	16,456	16,456	-	10,971	33%
5500 Operations & Housekeeping	1,575	206	705	2,791	10,000	10,000	10,000	-	7,209	28%
5510 Utilities - Gas and Electric	2,128	7,311	5,363	18,974	61,248	61,248	61,248	-	42,274	31%
5605 Equipment Leases	227	1,305	(1,709)	50	8,400	8,400	8,400	-	8,350	1%
5610 Rent	22,679	24,503	20,867	136,657	270,035	270,035	270,035	-	133,378	51%
5615 Repairs and Maintenance - Building	707	835	-	6,755	20,000	10,000	10,000	-	3,245	68%
5617 Repairs and Maintenance - Other Equipment	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
5803 Accounting Fees	-	-	-	-	10,300	10,300	10,300	-	10,300	0%
5809 Banking Fees	-	-	-	(154)	3,000	3,000	3,000	-	3,154	-5%
5813 School Programs - After School Program	30,000	15,000	-	45,000	150,000	163,800	163,800	-	118,800	27%
5814 School Programs - Academic Competitions	-	151	129	280	1,000	1,000	1,000	-	720	28%
5819 School Programs - Other	-	567	65	632	4,000	4,000	4,000	-	3,368	16%
5820 Consultants - Non Instructional	-	139	1,958	2,097	8,584	8,584	8,584	-	6,487	24%
5822 Other Professional Services	(4,483)	2,503	-	19,960	17,596	31,252	31,252	-	11,292	64%
5824 District Oversight Fees	2,068	2,068	2,068	10,860	26,580	26,286	26,286	-	15,427	41%
5830 Field Trips Expenses	-	-	1,533	1,533	5,000	8,000	8,000	-	6,467	19%
5845 Legal Fees	-	7,500	-	7,500	6,000	8,000	8,000	-	500	94%
5851 Marketing and Student Recruiting	-	-	-	-	1,000	3,000	3,000	-	3,000	0%
5857 Payroll Fees	911	914	894	5,177	14,420	14,420	14,420	-	9,243	36%
5858 CMO Fees Expense	-	54,561	6,183	224,426	-	538,623	538,623	(0)	314,197	42%
5861 Prior Yr Exp (not accrued)	(341)	(1,452)	21	3,040	-	4,471	3,019	1,452	(21)	101%
5863 Professional Development	12	633	-	644	4,000	4,000	4,000	-	3,356	16%
5864 Professional Development - Tuition Reimbursement	193	-	-	205	14,200	14,200	14,200	-	13,995	1%
5869 Special Education Contract Instructors	-	16,032	14,505	30,537	114,324	114,324	114,324	-	83,787	27%
5872 Special Education Encroachment	3,478	3,478	3,478	18,261	43,486	43,053	43,053	-	24,792	42%
5884 Substitutes	612	2,713	3,426	6,751	25,000	30,000	30,000	-	23,249	23%
5887 Technology Services	6,176	6,817	431	20,720	40,170	40,705	40,705	-	19,985	51%
5899 Miscellaneous Operating Expenses	-	-	-	-	0	0	-	0	-	-
5900 Communications	100	-	(15,075)	(14,975)	4,000	4,000	4,000	-	18,975	-374%
5915 Postage and Delivery	-	504	-	1,613	3,600	3,600	3,600	-	1,987	45%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>66,254</b>	<b>147,236</b>	<b>46,212</b>	<b>556,901</b>	<b>1,551,087</b>	<b>1,469,029</b>	<b>1,467,577</b>	<b>1,452</b>	<b>910,676</b>	<b>38%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6200 Buildings & Improvement of Buildings	4,483	-	-	4,483	-	-	-	-	(4,483)	
6900 Depreciation	1,691	1,691	1,691	8,453	45,159	44,909	44,909	0	36,456	19%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>(1,829)</b>	<b>1,691</b>	<b>1,691</b>	<b>12,936</b>	<b>45,159</b>	<b>44,909</b>	<b>44,909</b>	<b>0</b>	<b>31,973</b>	<b>29%</b>
<b>Other Outflows</b>										
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>225,639</b>	<b>340,389</b>	<b>201,141</b>	<b>1,284,327</b>	<b>3,467,548</b>	<b>3,389,763</b>	<b>3,391,750</b>	<b>(1,987)</b>	<b>2,107,422</b>	<b>38%</b>

**MSA-8**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	232,507	506,640	352,544	1,427,276	4,656,757	4,594,558	4,594,558	-	3,167,283	31%
Federal Revenue	7,606	67,717	7,606	100,043	304,497	338,348	338,348	-	238,305	30%
Other State Revenues	22,610	30,257	22,230	125,113	528,197	610,544	618,728	8,183	493,615	20%
Local Revenues	-	2,236	-	2,236	34,273	34,273	36,509	2,236	34,273	6%
Fundraising and Grants	-	4,030	708	9,464	20,000	22,236	22,236	-	12,773	43%
<b>Total Revenue</b>	<b>262,723</b>	<b>610,881</b>	<b>383,088</b>	<b>1,664,131</b>	<b>5,543,724</b>	<b>5,599,960</b>	<b>5,610,380</b>	<b>10,420</b>	<b>3,946,248</b>	<b>30%</b>
<b>Expenses</b>										
Compensation and Benefits	219,364	220,457	206,254	936,407	2,782,961	2,727,429	2,754,623	(27,194)	1,818,216	34%
Books and Supplies	3,250	23,209	12,742	83,127	426,715	433,350	416,576	16,774	333,449	20%
Services and Other Operating Expenditures	139,414	136,706	118,655	631,730	2,090,297	2,207,990	2,207,990	-	1,576,259	29%
Depreciation	10,527	5,650	5,650	33,129	96,064	96,064	96,064	-	62,935	34%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>372,555</b>	<b>386,023</b>	<b>343,301</b>	<b>1,684,394</b>	<b>5,396,037</b>	<b>5,464,833</b>	<b>5,475,253</b>	<b>(10,420)</b>	<b>3,790,859</b>	<b>31%</b>
<b>Operating Income</b>	<b>(109,833)</b>	<b>224,857</b>	<b>39,787</b>	<b>(20,262)</b>	<b>147,687</b>	<b>135,127</b>	<b>135,127</b>	<b>(0)</b>	<b>155,389</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					3,045,002	3,045,002	3,045,002			
Audit Adjustment					-	-	321,397			
Operating Income					147,687	135,127	135,127			
<b>Ending Fund Balance</b>					<b>3,192,689</b>	<b>3,180,129</b>	<b>3,501,526</b>			

**MSA-8**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
4-6					165	137	137	-		
7-8					330	351	351	-		
<b>Total Enrolled</b>					<b>495</b>	<b>488</b>	<b>488</b>	-		
<b>ADA %</b>										
4-6					98.2%	98.2%	98.2%	0.0%		
7-8					98.2%	98.2%	98.2%	0.0%		
<b>Average ADA %</b>					<b>98.2%</b>	<b>98.2%</b>	<b>98.2%</b>	<b>0.0%</b>		
<b>ADA</b>										
4-6					162.07	134.57	134.57	-		
7-8					324.14	344.77	344.77	-		
<b>Total ADA</b>					<b>486.22</b>	<b>479.34</b>	<b>479.34</b>	-		

**MSA-8**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	150,046	270,083	270,083	840,258	3,013,672	2,979,793	2,979,793	-	2,139,535	28%
8012 Education Protection Account Entitlement	-	154,095	-	154,095	611,114	597,388	597,388	-	443,293	26%
8096 Charter Schools in Lieu of Property Taxes	82,461	82,462	82,461	432,923	1,031,971	1,017,378	1,017,378	-	584,455	43%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>232,507</b>	<b>506,640</b>	<b>352,544</b>	<b>1,427,276</b>	<b>4,656,757</b>	<b>4,594,558</b>	<b>4,594,558</b>	<b>-</b>	<b>3,167,283</b>	<b>31%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	7,606	7,606	7,606	39,932	95,230	93,841	93,841	-	53,909	43%
8291 Title I	-	54,029	-	54,029	181,156	220,051	220,051	-	166,022	25%
8292 Title II	-	6,082	-	6,082	28,111	24,456	24,456	-	18,374	25%
<b>SUBTOTAL - Federal Revenue</b>	<b>7,606</b>	<b>67,717</b>	<b>7,606</b>	<b>100,043</b>	<b>304,497</b>	<b>338,348</b>	<b>338,348</b>	<b>-</b>	<b>238,305</b>	<b>30%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	380	8,028	-	8,408	-	380	8,408	8,028	0	100%
8381 Special Education - Entitlement (State)	22,230	22,230	22,230	116,705	278,070	274,260	274,260	-	157,555	43%
8550 Mandated Cost Reimbursements	-	-	-	-	6,799	79,112	79,268	155	79,268	0%
8560 State Lottery Revenue	-	-	-	-	93,329	92,992	92,992	-	92,992	0%
8596 ASES	-	-	-	-	150,000	163,800	163,800	-	163,800	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>22,610</b>	<b>30,257</b>	<b>22,230</b>	<b>125,113</b>	<b>528,197</b>	<b>610,544</b>	<b>618,728</b>	<b>8,183</b>	<b>493,615</b>	<b>20%</b>
<b>Local Revenue</b>										
8682 Summer Program	-	-	-	-	34,273	34,273	34,273	-	34,273	0%
8690 Other Local Revenue	-	2,236	-	2,236	-	-	2,236	2,236	-	100%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>-</b>	<b>2,236</b>	<b>-</b>	<b>2,236</b>	<b>34,273</b>	<b>34,273</b>	<b>36,509</b>	<b>2,236</b>	<b>34,273</b>	<b>6%</b>
<b>Fundraising and Grants</b>										
8802 Donations - Private	-	-	-	-	-	2,236	2,236	-	2,236	0%
8803 Fundraising	-	4,030	708	9,464	20,000	20,000	20,000	-	10,536	47%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>4,030</b>	<b>708</b>	<b>9,464</b>	<b>20,000</b>	<b>22,236</b>	<b>22,236</b>	<b>-</b>	<b>12,773</b>	<b>43%</b>
<b>TOTAL REVENUE</b>	<b>262,723</b>	<b>610,881</b>	<b>383,088</b>	<b>1,664,131</b>	<b>5,543,724</b>	<b>5,599,960</b>	<b>5,610,380</b>	<b>10,420</b>	<b>3,946,248</b>	<b>30%</b>

**MSA-8**  
**Income Statement**  
**As of Nov FY2018**

		Actual			YTD		Budget				
		1st Interim	Current	1st Interim	Current	1st Interim	Current	1st Interim	Current	% Current	
		(Revised)	Forecast	Budget vs.	Forecast	Current	Forecast	Forecast	Remaining	Forecast	
		Budget)		Current	Forecast	Forecast	Remaining	Spent			
		Sep	Oct	Nov	Actual YTD	Adopted Budget					
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	113,538	109,054	108,113	442,164	1,470,435	1,387,823	1,412,823	(25,000)	970,658	31%
1300	Certificated Supervisor & Administrator Salaries	43,295	31,526	31,526	143,853	313,320	385,409	385,409	-	241,556	37%
<b>SUBTOTAL - Certificated Salaries</b>		<b>156,833</b>	<b>140,580</b>	<b>139,639</b>	<b>586,017</b>	<b>1,783,755</b>	<b>1,773,231</b>	<b>1,798,231</b>	<b>(25,000)</b>	<b>1,212,214</b>	<b>33%</b>
<b>Classified Salaries</b>											
2400	Classified Clerical & Office Salaries	10,573	10,999	10,930	54,612	128,378	127,982	127,982	-	73,371	43%
2900	Classified Other Salaries	8,916	15,357	14,937	62,174	207,251	175,118	175,118	-	112,943	36%
<b>SUBTOTAL - Classified Salaries</b>		<b>19,489</b>	<b>26,356</b>	<b>25,868</b>	<b>116,786</b>	<b>335,628</b>	<b>303,100</b>	<b>303,100</b>	<b>-</b>	<b>186,314</b>	<b>39%</b>
<b>Employee Benefits</b>											
3100	STRS	20,892	20,250	20,085	83,444	247,439	245,921	245,921	-	162,476	34%
3200	PERS	3,762	3,902	3,962	17,557	52,126	47,074	47,074	-	29,518	37%
3300	OASDI-Medicare-Alternative	4,139	4,027	3,976	17,376	55,818	53,177	55,090	(1,913)	37,713	32%
3400	Health & Welfare Benefits	18,935	20,948	10,388	93,847	279,968	279,968	279,968	-	186,121	34%
3500	Unemployment Insurance	88	83	389	658	4,060	1,277	1,277	-	619	52%
3600	Workers Comp Insurance	4,311	4,311	1,947	20,722	23,864	23,379	23,661	(282)	2,939	88%
3900	Other Employee Benefits	-	-	-	-	302	302	302	-	302	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>43,042</b>	<b>53,521</b>	<b>40,747</b>	<b>233,604</b>	<b>663,577</b>	<b>651,098</b>	<b>653,292</b>	<b>(2,194)</b>	<b>419,688</b>	<b>36%</b>
<b>Books &amp; Supplies</b>											
4100	Approved Textbooks & Core Curricula Materials	-	819	-	26,152	50,000	50,000	50,000	-	23,848	52%
4200	Books & Other Reference Materials	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
4320	Educational Software	-	-	-	13,527	20,000	26,635	44,635	(18,000)	31,108	30%
4325	Instructional Materials & Supplies	1,950	3,501	468	5,918	40,000	40,000	50,420	(10,420)	44,502	12%
4326	Art & Music Supplies	672	1,332	-	2,004	7,500	7,500	7,500	-	5,496	27%
4330	Office Supplies	302	4,407	2,534	9,134	6,700	6,700	6,700	-	(2,434)	136%
4335	PE Supplies	-	-	-	-	2,500	2,500	2,500	-	2,500	0%
4345	Non Instructional Student Materials & Supplies	58	2,567	27	2,652	5,000	5,000	5,000	-	2,348	53%
4346	Teacher Supplies	50	-	-	106	5,000	5,000	5,000	-	4,894	2%
4350	Uniforms	-	-	-	-	515	515	515	-	515	0%
4351	Yearbook	-	-	-	-	1,500	1,500	1,500	-	1,500	0%
4400	Noncapitalized Equipment	-	-	-	230	11,000	11,000	11,000	-	10,770	2%
4410	Classroom Furniture, Equipment & Supplies	(2,651)	45	-	45	1,000	1,000	1,000	-	955	5%
4420	Computers (individual items less than \$5k)	-	-	-	-	15,000	15,000	15,000	-	15,000	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	2,651	140	-	2,791	5,000	5,000	5,000	-	2,209	56%
4710	Student Food Services	-	10,503	9,713	20,216	-	250,000	204,806	45,194	184,590	10%
4720	Other Food	219	(105)	-	351	5,000	5,000	5,000	-	4,649	7%
<b>SUBTOTAL - Books and Supplies</b>		<b>3,250</b>	<b>23,209</b>	<b>12,742</b>	<b>83,127</b>	<b>426,715</b>	<b>433,350</b>	<b>416,576</b>	<b>16,774</b>	<b>333,449</b>	<b>20%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
5215	Travel - Mileage, Parking, Tolls	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
5220	Travel and Lodging	-	-	-	-	10,000	10,000	10,000	-	10,000	0%

**MSA-8**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim	Current	1st Interim	Current	% Current
						(Revised Budget)	Forecast	Budget vs. Current Forecast	Forecast Remaining	Forecast Spent
5300 Dues & Memberships	-	-	-	970	7,500	7,500	7,500	-	6,530	13%
5450 Insurance - Other	-	-	2,260	9,350	25,859	28,360	28,360	-	19,010	33%
5500 Operations & Housekeeping	23	56	56	203	35,000	35,000	35,000	-	34,797	1%
5605 Equipment Leases	246	2,928	386	4,691	50,000	50,000	50,000	-	45,309	9%
5611 Prop 39 Related Costs	-	-	-	-	235,830	235,830	235,830	-	235,830	0%
5617 Repairs and Maintenance - Other Equipment	-	-	-	-	3,000	3,000	3,000	-	3,000	0%
5803 Accounting Fees	-	-	-	-	15,450	15,450	15,450	-	15,450	0%
5809 Banking Fees	-	-	-	-	500	500	500	-	500	0%
5813 School Programs - After School Program	30,000	15,000	-	45,000	150,000	163,800	163,800	-	118,800	27%
5819 School Programs - Other	557	-	242	879	515	1,000	1,000	-	121	88%
5820 Consultants - Non Instructional	-	-	2,302	2,302	13,000	13,000	13,000	-	10,698	18%
5822 Other Professional Services	3,500	2,501	-	27,571	45,000	58,656	58,656	-	31,085	47%
5824 District Oversight Fees	3,620	3,620	3,620	19,004	45,221	45,946	45,946	-	26,942	41%
5830 Field Trips Expenses	-	-	8,936	8,936	20,000	20,000	20,000	-	11,064	45%
5833 Fines and Penalties	-	-	1,160	1,160	-	-	-	-	(1,160)	
5845 Legal Fees	-	-	-	-	13,000	13,000	13,000	-	13,000	0%
5851 Marketing and Student Recruiting	3,247	-	-	3,247	8,000	8,000	8,000	-	4,753	41%
5857 Payroll Fees	1,016	972	972	4,935	16,995	16,995	16,995	-	12,060	29%
5858 CMO Fees Expense	87,297	87,297	87,297	436,486	-	1,077,245	1,077,245	-	640,759	41%
5861 Prior Yr Exp (not accrued)	(2,380)	3	-	(1,539)	-	-	-	-	1,539	
5863 Professional Development	-	1,400	-	1,400	8,300	8,300	8,300	-	6,900	17%
5864 Professional Development - Tuition Reimbursement	-	655	-	655	75,500	75,500	75,500	-	74,845	1%
5869 Special Education Contract Instructors	-	7,585	5,457	13,042	55,000	55,000	55,000	-	41,958	24%
5872 Special Education Encroachment	5,967	5,967	5,967	31,327	74,660	73,620	73,620	-	42,293	43%
5884 Substitutes	-	3,820	-	3,820	64,750	64,750	64,750	-	60,930	6%
5887 Technology Services	6,322	4,580	-	16,607	42,650	98,538	98,538	-	81,931	17%
5899 Miscellaneous Operating Expenses	-	-	-	-	0	0	0	-	0	0%
5900 Communications	-	-	-	-	-	2,000	2,000	-	2,000	0%
5915 Postage and Delivery	-	321	-	1,684	12,000	12,000	12,000	-	10,316	14%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>139,414</b>	<b>136,706</b>	<b>118,655</b>	<b>631,730</b>	<b>2,090,297</b>	<b>2,207,990</b>	<b>2,207,990</b>	<b>-</b>	<b>1,576,259</b>	<b>29%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6200 Buildings & Improvement of Buildings	4,876	-	-	4,876	-	-	-	-	(4,876)	
6900 Depreciation	5,650	5,650	5,650	28,252	96,064	96,064	96,064	-	67,812	29%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>10,527</b>	<b>5,650</b>	<b>5,650</b>	<b>33,129</b>	<b>96,064</b>	<b>96,064</b>	<b>96,064</b>	<b>-</b>	<b>62,935</b>	<b>34%</b>
<b>Other Outflows</b>										
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>372,555</b>	<b>386,023</b>	<b>343,301</b>	<b>1,684,394</b>	<b>5,396,037</b>	<b>5,464,833</b>	<b>5,475,253</b>	<b>(10,420)</b>	<b>3,790,859</b>	<b>31%</b>



**MSA-SA**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	402,777	372,240	603,908	2,019,722	7,467,687	6,751,562	6,751,562	-	4,731,841	30%
Federal Revenue	63,161	5,159	-	68,320	658,206	618,521	623,680	5,159	555,360	11%
Other State Revenues	27,100	27,259	39,528	123,703	585,070	626,911	627,530	619	503,827	20%
Local Revenues	2,241	8,225	2,551	15,763	64,612	67,812	67,812	0	52,048	23%
Fundraising and Grants	3,030	6,107	12,069	21,335	32,446	37,258	48,358	11,100	27,023	44%
<b>Total Revenue</b>	<b>498,309</b>	<b>418,990</b>	<b>658,057</b>	<b>2,248,843</b>	<b>8,808,020</b>	<b>8,102,063</b>	<b>8,118,941</b>	<b>16,878</b>	<b>5,870,099</b>	<b>28%</b>
<b>Expenses</b>										
Compensation and Benefits	453,708	477,002	405,030	1,861,555	4,576,489	4,497,127	4,497,127	-	2,635,572	41%
Books and Supplies	40,561	149,834	3,948	263,050	733,114	679,040	692,539	(13,499)	429,488	38%
Services and Other Operating Expenditures	143,016	234,438	(10,203)	650,673	2,490,994	2,221,823	2,225,202	(3,379)	1,574,529	29%
Depreciation	33,103	33,103	33,103	165,514	505,350	505,350	505,350	-	339,836	33%
Other Outflows	87,070	-	35,028	122,098	173,107	173,107	173,107	-	51,010	71%
<b>Total Expenses</b>	<b>757,457</b>	<b>894,376</b>	<b>466,906</b>	<b>3,062,889</b>	<b>8,479,055</b>	<b>8,076,447</b>	<b>8,093,325</b>	<b>(16,878)</b>	<b>5,030,435</b>	<b>38%</b>
<b>Operating Income</b>	<b>(259,148)</b>	<b>(475,386)</b>	<b>191,151</b>	<b>(814,047)</b>	<b>328,966</b>	<b>25,616</b>	<b>25,616</b>	<b>0</b>	<b>839,663</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					7,875,025	7,875,025	7,875,025			
Audit Adjustment					-	-	1,987			
Operating Income					328,966	25,616	25,616			
<b>Ending Fund Balance</b>					<b>8,203,991</b>	<b>7,900,642</b>	<b>7,902,629</b>			

**MSA-SA**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
K-3					300	265	265	-		
4-6					171	182	182	-		
7-8					180	153	153	-		
9-12					161	137	137	-		
<b>Total Enrolled</b>					<b>812</b>	<b>737</b>	<b>737</b>	-		
<b>ADA %</b>										
K-3					96.0%	96.0%	96.0%	0.0%		
4-6					96.0%	96.0%	96.0%	0.0%		
7-8					96.0%	96.0%	96.0%	0.0%		
9-12					96.0%	96.0%	96.0%	0.0%		
<b>Average ADA %</b>					<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>0.0%</b>		
<b>ADA</b>										
K-3					288.00	254.40	254.40	-		
4-6					164.16	174.72	174.72	-		
7-8					172.80	146.88	146.88	-		
9-12					154.56	131.52	131.52	-		
<b>Total ADA</b>					<b>779.52</b>	<b>707.52</b>	<b>707.52</b>	-		

**MSA-SA**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	372,240	372,240	372,240	1,530,322	5,463,689	4,932,663	4,932,663	-	3,402,341	31%
8012 Education Protection Account Entitlement	30,537	-	-	30,537	155,904	141,504	141,504	-	110,967	22%
8096 Charter Schools in Lieu of Property Taxes	-	-	231,668	458,863	1,848,094	1,677,395	1,677,395	-	1,218,532	27%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>402,777</b>	<b>372,240</b>	<b>603,908</b>	<b>2,019,722</b>	<b>7,467,687</b>	<b>6,751,562</b>	<b>6,751,562</b>	<b>-</b>	<b>4,731,841</b>	<b>30%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	-	-	-	-	78,500	78,500	78,500	-	78,500	0%
8220 Child Nutrition Programs	-	-	-	-	265,178	265,178	265,178	-	265,178	0%
8291 Title I	56,359	-	-	56,359	259,460	225,436	225,436	-	169,077	25%
8292 Title II	6,802	-	-	6,802	32,868	27,207	27,207	-	20,405	25%
8293 Title III	-	5,159	-	5,159	-	-	5,159	5,159	-	100%
8296 Other Federal Revenue	-	-	-	-	22,200	22,200	22,200	-	22,200	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>63,161</b>	<b>5,159</b>	<b>-</b>	<b>68,320</b>	<b>658,206</b>	<b>618,521</b>	<b>623,680</b>	<b>5,159</b>	<b>555,360</b>	<b>11%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	265	424	-	689	-	265	689	424	-	100%
8381 Special Education - Entitlement (State)	26,835	26,835	26,835	110,321	400,673	363,665	363,665	-	253,344	30%
8520 Child Nutrition - State	-	-	-	-	23,251	23,251	23,251	-	23,251	0%
8550 Mandated Cost Reimbursements	-	-	12,693	12,693	11,518	102,470	102,666	195	89,973	12%
8560 State Lottery Revenue	-	-	-	-	149,628	137,259	137,259	-	137,259	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>27,100</b>	<b>27,259</b>	<b>39,528</b>	<b>123,703</b>	<b>585,070</b>	<b>626,911</b>	<b>627,530</b>	<b>619</b>	<b>503,827</b>	<b>20%</b>
<b>Local Revenue</b>										
8634 Food Service Sales	2,001	3,171	2,415	9,315	14,459	14,459	14,459	-	5,144	64%
8660 Interest	240	241	136	1,636	1,000	4,200	4,200	-	2,564	39%
8682 Summer Program	-	-	-	-	39,108	39,108	39,108	-	39,108	0%
8690 Other Local Revenue	-	4,812	-	4,812	10,045	10,045	10,045	-	5,233	48%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
8999 Uncategorized Revenue	-	-	-	1	-	-	-	-	(1)	
<b>SUBTOTAL - Local Revenue</b>	<b>2,241</b>	<b>8,225</b>	<b>2,551</b>	<b>15,763</b>	<b>64,612</b>	<b>67,812</b>	<b>67,812</b>	<b>0</b>	<b>52,048</b>	<b>23%</b>
<b>Fundraising and Grants</b>										
8802 Donations - Private	3,030	4,090	540	7,789	30,000	34,812	34,812	-	27,023	22%
8803 Fundraising	-	2,017	11,529	13,546	2,446	2,446	13,546	11,100	0	100%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>3,030</b>	<b>6,107</b>	<b>12,069</b>	<b>21,335</b>	<b>32,446</b>	<b>37,258</b>	<b>48,358</b>	<b>11,100</b>	<b>27,023</b>	<b>44%</b>
<b>TOTAL REVENUE</b>	<b>498,309</b>	<b>418,990</b>	<b>658,057</b>	<b>2,248,843</b>	<b>8,808,020</b>	<b>8,102,063</b>	<b>8,118,941</b>	<b>16,878</b>	<b>5,870,099</b>	<b>28%</b>

**MSA-SA**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	220,561	223,675	207,903	864,060	2,287,119	2,241,263	2,241,263	-	1,377,203	39%
1300	Certificated Supervisor & Administrator Salaries	53,295	47,225	40,752	216,104	644,782	562,372	562,372	-	346,268	38%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>273,857</b>	<b>270,899</b>	<b>248,655</b>	<b>1,080,164</b>	<b>2,931,901</b>	<b>2,803,635</b>	<b>2,803,635</b>	-	<b>1,723,471</b>	<b>39%</b>
<b>Classified Salaries</b>											
2400	Classified Clerical & Office Salaries	25,515	19,715	17,309	94,319	166,916	195,125	195,125	-	100,806	48%
2900	Classified Other Salaries	37,967	58,413	54,176	214,226	345,725	387,530	387,530	-	173,304	55%
	<b>SUBTOTAL - Classified Salaries</b>	<b>63,482</b>	<b>78,128</b>	<b>71,484</b>	<b>308,545</b>	<b>512,641</b>	<b>582,655</b>	<b>582,655</b>	-	<b>274,110</b>	<b>53%</b>
<b>Employee Benefits</b>											
3100	STRS	38,335	38,475	37,216	156,872	394,920	395,902	395,902	-	239,031	40%
3200	PERS	6,233	6,460	6,030	29,457	72,853	58,759	58,759	-	29,301	50%
3300	OASDI-Medicare-Alternative	9,815	10,283	9,054	40,465	93,826	88,948	88,948	-	48,483	45%
3400	Health & Welfare Benefits	55,686	66,465	28,872	215,050	505,621	505,621	505,621	-	290,571	43%
3500	Unemployment Insurance	169	175	102	667	4,722	2,258	2,258	-	1,592	30%
3600	Workers Comp Insurance	6,132	6,132	3,617	30,350	38,786	38,130	38,130	-	7,780	80%
3900	Other Employee Benefits	-	(14)	-	(14)	21,219	21,219	21,219	-	21,234	0%
	<b>SUBTOTAL - Employee Benefits</b>	<b>116,369</b>	<b>127,975</b>	<b>84,891</b>	<b>472,846</b>	<b>1,131,948</b>	<b>1,110,837</b>	<b>1,110,837</b>	-	<b>637,991</b>	<b>43%</b>
<b>Books &amp; Supplies</b>											
4100	Approved Textbooks & Core Curricula Materials	5,188	53,952	-	62,245	46,800	61,800	62,245	(445)	-	100%
4200	Books & Other Reference Materials	1,249	1,191	-	3,593	20,000	5,000	5,000	-	1,407	72%
4315	Custodial Supplies	-	145	55	1,240	30,000	20,000	20,000	-	18,760	6%
4320	Educational Software	10,997	2,656	-	31,147	45,000	76,070	76,070	-	44,923	41%
4325	Instructional Materials & Supplies	12,916	4,432	680	20,445	50,000	45,000	55,595	(10,595)	35,150	37%
4326	Art & Music Supplies	18	-	-	1,663	10,000	5,000	5,000	-	3,337	33%
4330	Office Supplies	1,745	1,273	1,536	10,231	5,000	10,000	10,300	(300)	69	99%
4335	PE Supplies	-	3,348	486	3,834	57,500	7,500	7,500	-	3,666	51%
4345	Non Instructional Student Materials & Supplies	-	93	-	158	15,000	15,000	15,000	-	14,842	1%
4346	Teacher Supplies	4,014	-	-	4,014	10,000	10,000	10,000	-	5,986	40%
4361	PY Supplies Expenses (not accrued)	356	1,802	-	2,158	-	-	2,158	(2,158)	0	100%
4400	Noncapitalized Equipment	-	16,540	-	20,462	10,500	10,500	20,462	(9,962)	-	100%
4410	Classroom Furniture, Equipment & Supplies	5,562	-	-	34,405	75,000	70,000	60,038	9,962	25,633	57%
4420	Computers (individual items less than \$5k)	-	-	-	-	2,500	2,500	2,500	-	2,500	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	533	2,493	2,493	2,493	-	1,961	21%
4710	Student Food Services	-	63,914	-	63,914	-	333,176	333,176	-	269,262	19%
4720	Other Food	-	487	1,191	3,008	5,000	5,000	5,000	-	1,992	60%
	<b>SUBTOTAL - Books and Supplies</b>	<b>40,561</b>	<b>149,834</b>	<b>3,948</b>	<b>263,050</b>	<b>733,114</b>	<b>679,040</b>	<b>692,539</b>	<b>(13,499)</b>	<b>429,488</b>	<b>38%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	375	-	1,120	8,809	8,809	8,809	-	7,689	13%
5215	Travel - Mileage, Parking, Tolls	90	207	25	731	7,000	7,000	2,921	4,079	2,190	25%
5220	Travel and Lodging	-	4,223	338	4,561	-	-	4,623	(4,623)	62	99%

**MSA-SA**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim	Current Forecast	1st Interim	Current Forecast Remaining	% Current Forecast Spent
						(Revised Budget)		Budget vs. Current Forecast		
5300 Dues & Memberships	-	1,800	-	2,770	6,000	6,000	6,000	-	3,230	46%
5450 Insurance - Other	-	-	2,515	12,575	21,456	30,180	30,180	-	17,605	42%
5500 Operations & Housekeeping	2,207	3,051	1,077	8,795	40,000	25,000	25,000	-	16,205	35%
5510 Utilities - Gas and Electric	11,468	24,124	(4,657)	47,827	100,000	100,000	100,000	-	52,173	48%
5605 Equipment Leases	2,227	5,442	2,681	15,994	47,344	47,344	47,344	-	31,350	34%
5610 Rent	-	23,639	-	23,639	299,681	271,403	271,403	-	247,764	9%
5615 Repairs and Maintenance - Building	541	7,410	1,900	19,758	50,000	50,000	50,000	-	30,242	40%
5617 Repairs and Maintenance - Other Equipment	-	-	158	158	-	-	-	-	(158)	
5803 Accounting Fees	-	-	-	-	11,000	11,000	11,000	-	11,000	0%
5809 Banking Fees	228	224	264	1,097	7,460	2,760	2,760	-	1,663	40%
5813 School Programs - After School Program	-	925	-	1,930	5,000	5,000	5,000	-	3,070	39%
5814 School Programs - Academic Competitions	135	769	385	1,289	10,000	10,000	10,000	-	8,711	13%
5819 School Programs - Other	-	95	-	95	-	-	95	(95)	-	100%
5822 Other Professional Services	3,362	4,541	1,361	25,858	21,546	46,484	46,484	-	20,627	56%
5824 District Oversight Fees	-	-	-	-	74,677	67,516	67,516	-	67,516	0%
5830 Field Trips Expenses	-	1,029	-	1,547	25,000	25,000	25,000	-	23,454	6%
5845 Legal Fees	-	130	-	130	10,000	10,000	10,000	-	9,870	1%
5848 Licenses and Other Fees	-	-	-	2,740	-	-	2,740	(2,740)	-	100%
5851 Marketing and Student Recruiting	5,125	1,254	-	15,579	15,000	20,000	20,000	-	4,422	78%
5857 Payroll Fees	2,753	2,773	2,699	12,368	31,544	31,544	31,544	-	19,176	39%
5858 CMO Fees Expense	87,297	87,297	-	349,189	-	1,077,245	1,077,245	-	728,056	32%
5861 Prior Yr Exp (not accrued)	(564)	(1,033)	382	(189)	-	462	462	-	651	-41%
5863 Professional Development	2,481	2,323	1,025	7,629	40,494	30,000	30,000	-	22,371	25%
5864 Professional Development - Tuition Reimbursement	6,342	1,842	515	8,699	96,300	71,800	71,800	-	63,101	12%
5869 Special Education Contract Instructors	8,911	30,641	375	39,927	275,000	200,000	200,000	-	160,073	20%
5872 Special Education Encroachment	-	-	-	-	19,167	17,687	17,687	-	17,687	0%
5884 Substitutes	-	19,737	2,594	22,332	90,640	80,000	80,000	-	57,668	28%
5887 Technology Services	12,122	9,994	479	43,351	107,310	106,589	106,589	-	63,239	41%
5899 Miscellaneous Operating Expenses	-	-	-	-	-	(150,000)	(150,000)	-	(150,000)	0%
5900 Communications	(1,710)	1,122	(24,593)	(22,414)	3,000	3,000	3,000	-	25,414	-747%
5915 Postage and Delivery	-	504	273	1,589	10,000	10,000	10,000	-	8,411	16%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>143,016</b>	<b>234,438</b>	<b>(10,203)</b>	<b>650,673</b>	<b>2,490,994</b>	<b>2,221,823</b>	<b>2,225,202</b>	<b>(3,379)</b>	<b>1,574,529</b>	<b>29%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6900 Depreciation	33,103	33,103	33,103	165,514	505,350	505,350	505,350	-	339,836	33%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>33,103</b>	<b>33,103</b>	<b>33,103</b>	<b>165,514</b>	<b>505,350</b>	<b>505,350</b>	<b>505,350</b>	<b>-</b>	<b>339,836</b>	<b>33%</b>
<b>Other Outflows</b>										
7438 Long term debt - Interest	87,070	-	35,028	122,098	173,107	173,107	173,107	-	51,010	71%
<b>SUBTOTAL - Other Outflows</b>	<b>87,070</b>	<b>-</b>	<b>35,028</b>	<b>122,098</b>	<b>173,107</b>	<b>173,107</b>	<b>173,107</b>	<b>-</b>	<b>51,010</b>	<b>71%</b>
<b>TOTAL EXPENSES</b>	<b>757,457</b>	<b>894,376</b>	<b>466,906</b>	<b>3,062,889</b>	<b>8,479,055</b>	<b>8,076,447</b>	<b>8,093,325</b>	<b>(16,878)</b>	<b>5,030,435</b>	<b>38%</b>

**MSA-SD**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	357,792	249,255	223,803	1,043,590	3,298,113	2,969,208	2,969,208	-	1,925,618	35%
Federal Revenue	1,806	7,893	-	12,444	125,122	131,511	131,511	-	119,067	9%
Other State Revenues	17,993	25,428	24,409	87,744	393,481	424,437	432,072	7,636	344,328	20%
Local Revenues	-	16,181	162	16,820	78,739	78,739	80,317	1,578	63,497	21%
Fundraising and Grants	-	11,968	-	11,968	31,153	33,051	33,051	-	21,082	36%
<b>Total Revenue</b>	<b>377,591</b>	<b>310,726</b>	<b>248,374</b>	<b>1,172,567</b>	<b>3,926,609</b>	<b>3,636,946</b>	<b>3,646,159</b>	<b>9,213</b>	<b>2,473,592</b>	<b>32%</b>
<b>Expenses</b>										
Compensation and Benefits	174,841	191,736	179,954	810,188	2,210,402	2,199,259	2,199,259	-	1,389,071	37%
Books and Supplies	6,147	3,020	5,901	20,099	144,548	127,765	125,902	1,863	105,803	16%
Services and Other Operating Expenditures	72,974	187,778	68,071	483,341	1,352,286	1,424,179	1,435,255	(11,076)	951,914	34%
Depreciation	11,261	3,718	3,718	28,053	30,295	30,295	30,295	-	2,243	93%
Other Outflows	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>265,224</b>	<b>386,252</b>	<b>257,644</b>	<b>1,341,681</b>	<b>3,737,532</b>	<b>3,781,498</b>	<b>3,790,711</b>	<b>(9,213)</b>	<b>2,449,030</b>	<b>35%</b>
<b>Operating Income</b>	<b>112,367</b>	<b>(75,526)</b>	<b>(9,270)</b>	<b>(169,114)</b>	<b>189,077</b>	<b>(144,552)</b>	<b>(144,552)</b>	<b>(0)</b>	<b>24,561</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					1,189,492	1,189,492	1,189,492			
Audit Adjustment					-	-	59,194			
Operating Income					189,077	(144,552)	(144,552)			
<b>Ending Fund Balance</b>					<b>1,378,569</b>	<b>1,044,940</b>	<b>1,104,133</b>			

**MSA-SD**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
4-6					150	126	126	-		
7-8					300	279	279	-		
<b>Total Enrolled</b>					<b>450</b>	<b>405</b>	<b>405</b>	-		
<b>ADA %</b>										
4-6					96.5%	96.5%	96.5%	0.0%		
7-8					96.5%	96.5%	96.5%	0.0%		
<b>Average ADA %</b>					<b>96.5%</b>	<b>96.5%</b>	<b>96.5%</b>	<b>0.0%</b>		
<b>ADA</b>										
4-6					144.75	121.59	121.59	-		
7-8					289.50	269.24	269.24	-		
<b>Total ADA</b>					<b>434.25</b>	<b>390.83</b>	<b>390.83</b>	-		

**MSA-SD**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools LCFF - State Aid	72,972	72,972	47,520	273,992	865,497	779,854	779,854	-	505,861	35%
8012 Education Protection Account Entitlement	20,396	-	-	20,396	86,850	78,165	78,165	-	57,769	26%
8096 Charter Schools in Lieu of Property Taxes	264,424	176,283	176,283	749,202	2,345,766	2,111,190	2,111,190	-	1,361,988	35%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>357,792</b>	<b>249,255</b>	<b>223,803</b>	<b>1,043,590</b>	<b>3,298,113</b>	<b>2,969,208</b>	<b>2,969,208</b>	<b>-</b>	<b>1,925,618</b>	<b>35%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	-	-	-	-	53,500	53,500	53,500	-	53,500	0%
8220 Child Nutrition Programs	-	-	-	-	28,455	28,455	28,455	-	28,455	0%
8291 Title I	-	7,893	-	7,893	25,163	32,091	32,091	-	24,198	25%
8292 Title II	1,806	-	-	1,806	7,804	7,265	7,265	-	5,459	25%
8296 Other Federal Revenue	-	-	-	2,745	10,200	10,200	10,200	-	7,455	27%
<b>SUBTOTAL - Federal Revenue</b>	<b>1,806</b>	<b>7,893</b>	<b>-</b>	<b>12,444</b>	<b>125,122</b>	<b>131,511</b>	<b>131,511</b>	<b>-</b>	<b>119,067</b>	<b>9%</b>
<b>Other State Revenue</b>										
8319 Other State Apportionments - Prior Years	70	7,505	-	7,575	-	70	7,575	7,505	-	100%
8381 Special Education - Entitlement (State)	17,923	17,923	17,923	73,683	223,205	200,884	200,884	-	127,201	37%
8520 Child Nutrition - State	-	-	-	-	1,832	1,832	1,832	-	1,832	0%
8550 Mandated Cost Reimbursements	-	-	6,486	6,486	5,711	66,450	66,581	131	60,095	10%
8560 State Lottery Revenue	-	-	-	-	83,354	75,820	75,820	-	75,820	0%
8596 ASES	-	-	-	-	79,380	79,380	79,380	-	79,380	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>17,993</b>	<b>25,428</b>	<b>24,409</b>	<b>87,744</b>	<b>393,481</b>	<b>424,437</b>	<b>432,072</b>	<b>7,636</b>	<b>344,328</b>	<b>20%</b>
<b>Local Revenue</b>										
8650 Leases and Rentals	-	-	-	-	7,000	7,000	7,000	-	7,000	0%
8660 Interest	-	364	162	1,003	1,891	1,891	1,891	-	889	53%
8682 Summer Program	-	-	-	-	26,848	26,848	26,848	-	26,848	0%
8690 Other Local Revenue	-	1,578	-	1,578	-	-	1,578	1,578	-	100%
8693 Field Trips	-	14,240	-	14,240	43,000	43,000	43,000	-	28,760	33%
8910 Contributions from Unrestricted Resource (0000-0)	-	-	-	-	-	-	0	0	0	0%
<b>SUBTOTAL - Local Revenue</b>	<b>-</b>	<b>16,181</b>	<b>162</b>	<b>16,820</b>	<b>78,739</b>	<b>78,739</b>	<b>80,317</b>	<b>1,578</b>	<b>63,497</b>	<b>21%</b>
<b>Fundraising and Grants</b>										
8802 Donations - Private	-	-	-	-	-	1,898	1,898	-	1,898	0%
8803 Fundraising	-	11,968	-	11,968	31,153	31,153	31,153	-	19,184	38%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>11,968</b>	<b>-</b>	<b>11,968</b>	<b>31,153</b>	<b>33,051</b>	<b>33,051</b>	<b>-</b>	<b>21,082</b>	<b>36%</b>
<b>TOTAL REVENUE</b>	<b>377,591</b>	<b>310,726</b>	<b>248,374</b>	<b>1,172,567</b>	<b>3,926,609</b>	<b>3,636,946</b>	<b>3,646,159</b>	<b>9,213</b>	<b>2,473,592</b>	<b>32%</b>



**MSA-SD**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	94,896	91,656	88,930	367,520	1,071,231	1,043,442	1,043,442	-	675,922	35%
1300	Certificated Supervisor & Administrator Salaries	44,750	32,917	32,917	167,250	344,918	396,732	396,732	-	229,481	42%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>139,647</b>	<b>124,573</b>	<b>121,847</b>	<b>534,770</b>	<b>1,416,149</b>	<b>1,440,174</b>	<b>1,440,174</b>	-	<b>905,403</b>	<b>37%</b>
<b>Classified Salaries</b>											
2400	Classified Clerical & Office Salaries	(8,155)	3,859	3,415	19,166	143,640	38,480	38,480	-	19,314	50%
2900	Classified Other Salaries	11,177	11,486	12,104	52,023	87,920	162,198	162,198	-	110,176	32%
	<b>SUBTOTAL - Classified Salaries</b>	<b>3,022</b>	<b>15,345</b>	<b>15,519</b>	<b>71,189</b>	<b>231,560</b>	<b>200,678</b>	<b>200,678</b>	-	<b>129,490</b>	<b>35%</b>
<b>Employee Benefits</b>											
3100	STRS	17,483	17,149	16,619	74,166	192,002	195,330	195,330	-	121,164	38%
3200	PERS	2,202	2,243	2,277	10,374	33,945	31,167	31,167	-	20,794	33%
3300	OASDI-Medicare-Alternative	3,059	2,971	2,944	13,241	43,554	41,600	41,600	-	28,359	32%
3400	Health & Welfare Benefits	6,311	26,339	19,341	93,373	270,550	270,550	270,550	-	177,178	35%
3500	Unemployment Insurance	71	70	69	294	3,824	1,018	1,018	-	725	29%
3600	Workers Comp Insurance	3,046	3,046	1,338	12,782	18,553	18,476	18,476	-	5,694	69%
3900	Other Employee Benefits	-	-	-	-	266	266	266	-	266	0%
	<b>SUBTOTAL - Employee Benefits</b>	<b>32,172</b>	<b>51,818</b>	<b>42,588</b>	<b>204,229</b>	<b>562,693</b>	<b>558,407</b>	<b>558,407</b>	-	<b>354,178</b>	<b>37%</b>
<b>Books &amp; Supplies</b>											
4100	Approved Textbooks & Core Curricula Materials	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
4200	Books & Other Reference Materials	135	-	-	202	5,000	5,000	5,000	-	4,798	4%
4315	Custodial Supplies	(244)	-	-	185	6,180	6,180	6,180	-	5,995	3%
4320	Educational Software	742	-	936	1,678	10,000	6,731	6,731	-	5,053	25%
4325	Instructional Materials & Supplies	1,256	211	258	3,603	28,000	28,000	21,962	6,038	18,359	16%
4326	Art & Music Supplies	-	-	-	-	2,266	2,266	2,266	-	2,266	0%
4330	Office Supplies	306	189	4,177	8,944	5,000	5,000	9,000	(4,000)	56	99%
4335	PE Supplies	-	132	-	132	2,000	2,000	2,000	-	1,868	7%
4345	Non Instructional Student Materials & Supplies	-	72	44	116	6,180	6,180	6,180	-	6,064	2%
4346	Teacher Supplies	-	-	-	533	1,030	1,030	1,030	-	498	52%
4361	PY Supplies Expenses (not accrued)	-	-	175	175	-	-	175	(175)	-	100%
4410	Classroom Furniture, Equipment & Supplies	2,292	1,027	-	3,319	10,000	10,000	10,000	-	6,681	33%
4420	Computers (individual items less than \$5k)	-	270	-	(2,127)	7,000	7,000	7,000	-	9,127	-30%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	-	3,367	3,367	3,367	-	3,367	0%
4710	Student Food Services	-	1,120	-	1,120	-	33,316	33,316	-	32,196	3%
4720	Other Food	1,661	-	312	2,219	6,695	6,695	6,695	-	4,476	33%
	<b>SUBTOTAL - Books and Supplies</b>	<b>6,147</b>	<b>3,020</b>	<b>5,901</b>	<b>20,099</b>	<b>144,548</b>	<b>127,765</b>	<b>125,902</b>	<b>1,863</b>	<b>105,803</b>	<b>16%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	-	1,125	1,125	5,150	5,150	5,150	-	4,025	22%
5215	Travel - Mileage, Parking, Tolls	-	-	-	-	7,210	7,210	7,210	-	7,210	0%
5220	Travel and Lodging	2,864	-	-	2,864	7,000	7,000	7,000	-	4,136	41%
5300	Dues & Memberships	399	-	-	1,369	5,562	5,562	5,562	-	4,193	25%

**MSA-SD**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim	Current Forecast	1st Interim	Current Forecast Remaining	% Current Forecast
						(Revised Budget)		Budget vs. Current Forecast		Spent
5450 Insurance - Other	-	-	1,708	8,541	19,137	20,500	20,500	-	11,959	42%
5500 Operations & Housekeeping	898	327	327	9,234	46,480	55,000	55,000	-	45,766	17%
5510 Utilities - Gas and Electric	-	-	411	2,138	20,600	20,600	20,600	-	18,462	10%
5605 Equipment Leases	949	803	(291)	3,523	10,300	10,300	10,300	-	6,777	34%
5610 Rent	30,170	125,060	20,000	215,680	448,870	526,163	526,163	-	310,483	41%
5615 Repairs and Maintenance - Building	-	88	-	88	15,450	15,450	15,450	-	15,362	1%
5617 Repairs and Maintenance - Other Equipment	-	916	-	916	5,000	5,000	5,000	-	4,084	18%
5803 Accounting Fees	-	-	-	-	10,300	10,300	10,300	-	10,300	0%
5809 Banking Fees	-	-	-	-	1,030	1,030	1,030	-	1,030	0%
5813 School Programs - After School Program	-	-	-	-	79,380	79,380	79,380	-	79,380	0%
5814 School Programs - Academic Competitions	-	-	-	-	4,500	4,500	4,500	-	4,500	0%
5819 School Programs - Other	-	-	134	134	1,100	1,100	1,100	-	967	12%
5822 Other Professional Services	115	2,548	-	18,874	19,596	36,994	36,994	-	18,120	51%
5824 District Oversight Fees	3,704	-	-	7,167	32,981	29,692	29,692	-	22,525	24%
5830 Field Trips Expenses	-	-	2,420	2,420	45,000	45,000	45,000	-	42,580	5%
5833 Fines and Penalties	-	330	1,708	2,038	894	894	2,038	(1,144)	0	100%
5845 Legal Fees	-	2,460	-	2,460	15,000	15,000	15,000	-	12,540	16%
5851 Marketing and Student Recruiting	-	-	-	-	12,000	12,000	12,000	-	12,000	0%
5857 Payroll Fees	932	903	929	4,183	15,965	15,965	15,965	-	11,782	26%
5858 CMO Fees Expense	30,233	30,233	30,233	151,164	-	326,613	326,613	-	175,449	46%
5861 Prior Yr Exp (not accrued)	1,017	272	32	1,390	-	1,086	1,390	(304)	0	100%
5863 Professional Development	-	-	275	2,694	5,000	12,000	12,000	-	9,306	22%
5864 Professional Development - Tuition Reimbursement	176	920	-	1,096	15,500	15,500	15,500	-	14,404	7%
5869 Special Education Contract Instructors	-	3,540	6,135	13,885	56,650	56,650	56,650	-	42,765	25%
5872 Special Education Encroachment	-	-	-	-	11,068	10,175	10,175	-	10,175	0%
5884 Substitutes	(3,080)	288	1,643	3,186	19,570	19,570	19,570	-	16,384	16%
5887 Technology Services	2,752	18,667	-	21,419	45,200	44,794	44,794	-	23,374	48%
5900 Communications	1,825	-	1,282	5,026	3,000	3,000	12,628	(9,628)	7,602	40%
5915 Postage and Delivery	20	421	-	727	5,000	5,000	5,000	-	4,273	15%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>72,974</b>	<b>187,778</b>	<b>68,071</b>	<b>483,341</b>	<b>1,352,286</b>	<b>1,424,179</b>	<b>1,435,255</b>	<b>(11,076)</b>	<b>951,914</b>	<b>34%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6200 Buildings & Improvement of Buildings	7,543	-	-	9,461	-	-	-	-	(9,461)	
6900 Depreciation	3,718	3,718	3,718	18,591	30,295	30,295	30,295	-	11,704	61%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>11,261</b>	<b>3,718</b>	<b>3,718</b>	<b>28,053</b>	<b>30,295</b>	<b>30,295</b>	<b>30,295</b>	<b>-</b>	<b>2,243</b>	<b>93%</b>
<b>Other Outflows</b>										
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>265,224</b>	<b>386,252</b>	<b>257,644</b>	<b>1,341,681</b>	<b>3,737,532</b>	<b>3,781,498</b>	<b>3,790,711</b>	<b>(9,213)</b>	<b>2,449,030</b>	<b>35%</b>

**MERF**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-
Local Revenues	527,438	510,277	420,087	2,601,927	6,392,850	6,442,850	6,443,700	850	3,841,773	40%
Fundraising and Grants	-	-	-	103,174	-	103,174	134,875	31,701	31,701	76%
<b>Total Revenue</b>	<b>527,438</b>	<b>510,277</b>	<b>420,087</b>	<b>2,705,100</b>	<b>6,392,850</b>	<b>6,546,024</b>	<b>6,578,575</b>	<b>32,551</b>	<b>3,873,474</b>	<b>41%</b>
<b>Expenses</b>										
Compensation and Benefits	243,507	278,700	226,964	1,204,436	3,055,489	3,007,889	3,047,415	(39,526)	1,842,979	40%
Books and Supplies	259	3,531	(1,076)	9,783	70,421	65,421	66,261	(840)	56,478	15%
Services and Other Operating Expenditures	189,176	255,256	80,681	959,371	2,726,775	2,969,566	3,000,367	(30,801)	2,040,996	32%
Depreciation	120	120	120	600	933	933	933	-	333	64%
Other Outflows	(4,460)	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>428,602</b>	<b>537,607</b>	<b>306,689</b>	<b>2,174,190</b>	<b>5,853,618</b>	<b>6,043,809</b>	<b>6,114,976</b>	<b>(71,167)</b>	<b>3,940,787</b>	<b>36%</b>
<b>Operating Income</b>	<b>98,836</b>	<b>(27,330)</b>	<b>113,397</b>	<b>530,911</b>	<b>539,232</b>	<b>502,214</b>	<b>463,598</b>	<b>(38,616)</b>	<b>(67,312)</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					258,542	258,542	258,542			
Audit Adjustment					-	-	(1,025,320)			
Beginning Balance (Audited)					258,542	258,542	(766,778)			
Operating Income					539,232	502,214	463,598			
<b>Ending Fund Balance</b>					<b>797,774</b>	<b>760,756</b>	<b>(303,180)</b>			

**MERF**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget					
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
Enrollment Summary										
Total Enrolled					-	-	-	-		
ADA %										
Average ADA %										
ADA										
Total ADA					-	-	-	-		



**MERF**  
**Income Statement**  
**As of Nov FY2018**

		Actual			YTD		Budget				
		Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim (Revised Budget)	Current Forecast	1st Interim Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1300	Certificated Supervisor & Administrator Salaries	56,642	44,158	44,158	231,021	395,000	467,167	497,127	(29,960)	266,106	46%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>56,642</b>	<b>44,158</b>	<b>44,158</b>	<b>231,021</b>	<b>395,000</b>	<b>467,167</b>	<b>497,127</b>	<b>(29,960)</b>	<b>266,106</b>	<b>46%</b>
<b>Classified Salaries</b>											
2400	Classified Clerical & Office Salaries	121,648	133,977	132,165	657,825	1,762,325	1,752,353	1,723,979	28,374	1,066,153	38%
2900	Classified Other Salaries	4,483	4,483	4,483	33,663	218,900	151,762	151,762	-	118,099	22%
	<b>SUBTOTAL - Classified Salaries</b>	<b>126,131</b>	<b>138,461</b>	<b>136,648</b>	<b>691,488</b>	<b>1,981,225</b>	<b>1,904,114</b>	<b>1,875,740</b>	<b>28,374</b>	<b>1,184,252</b>	<b>37%</b>
<b>Employee Benefits</b>											
3100	STRS	7,178	7,178	7,178	36,827	71,638	80,971	80,971	-	44,143	45%
3200	PERS	4,348	3,411	3,411	16,778	98,760	45,280	45,280	-	28,502	37%
3300	OASDI-Medicare-Alternative	9,374	8,713	8,593	47,483	139,944	135,555	137,128	(1,572)	89,645	35%
3400	Health & Welfare Benefits	33,751	31,436	20,430	104,692	248,979	248,979	247,529	1,451	142,836	42%
3500	Unemployment Insurance	-	-	47	376	12,719	11,834	11,834	-	11,457	3%
3600	Workers Comp Insurance	2,810	2,811	2,810	19,672	26,756	26,701	26,718	(18)	7,046	74%
3900	Other Employee Benefits	3,274	42,533	3,689	56,098	80,468	87,288	125,089	(37,801)	68,992	45%
	<b>SUBTOTAL - Employee Benefits</b>	<b>60,734</b>	<b>96,081</b>	<b>46,158</b>	<b>281,927</b>	<b>679,264</b>	<b>636,608</b>	<b>674,548</b>	<b>(37,940)</b>	<b>392,621</b>	<b>42%</b>
<b>Books &amp; Supplies</b>											
4100	Approved Textbooks & Core Curricula Materials	-	-	-	-	1,020	1,020	1,020	-	1,020	0%
4320	Educational Software	-	-	-	-	9,000	9,000	9,840	(840)	9,840	0%
4325	Instructional Materials & Supplies	-	-	-	-	1,102	1,102	1,102	-	1,102	0%
4330	Office Supplies	912	185	(1,481)	556	12,099	12,099	12,099	-	11,543	5%
4400	Noncapitalized Equipment	-	-	-	-	1,000	1,000	1,000	-	1,000	0%
4420	Computers (individual items less than \$5k)	-	112	-	447	5,000	5,000	5,000	-	4,553	9%
4720	Other Food	371	3,234	405	8,779	41,200	36,200	36,200	-	27,421	24%
	<b>SUBTOTAL - Books and Supplies</b>	<b>259</b>	<b>3,531</b>	<b>(1,076)</b>	<b>9,783</b>	<b>70,421</b>	<b>65,421</b>	<b>66,261</b>	<b>(840)</b>	<b>56,478</b>	<b>15%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	4,425	-	4,425	43,796	43,796	41,489	2,307	37,064	11%
5215	Travel - Mileage, Parking, Tolls	4,966	4,093	3,307	19,794	73,320	73,320	73,320	-	53,526	27%
5220	Travel and Lodging	1,743	3,882	749	6,374	96,569	96,569	96,569	-	90,195	7%
5300	Dues & Memberships	767	585	325	4,627	15,200	15,200	15,200	-	10,573	30%
5450	Insurance - Other	-	-	-	9,095	14,688	22,355	22,355	-	13,260	41%
5500	Operations & Housekeeping	-	617	215	3,975	22,093	22,093	22,093	-	18,118	18%
5605	Equipment Leases	286	1,217	701	7,337	12,240	12,240	12,240	-	4,903	60%
5610	Rent	13,530	13,530	13,530	81,174	160,800	160,800	160,800	-	79,626	50%
5615	Repairs and Maintenance - Building	-	-	-	-	84	84	84	-	84	0%
5803	Accounting Fees	7,003	-	-	7,003	30,120	30,120	30,120	-	23,117	23%
5809	Banking Fees	11	-	-	222	18,275	18,275	18,275	-	18,053	1%
5812	Business Services	57,917	58,813	-	174,647	700,000	700,000	700,000	-	525,353	25%
5819	School Programs - Other	9,900	-	-	9,900	-	9,900	9,900	-	-	100%
5822	Other Professional Services	50,059	82,993	44,261	366,354	653,121	654,429	654,439	(10)	288,085	56%

**MERF**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD		Budget				
	Sep	Oct	Nov	Actual YTD	Adopted Budget	1st Interim	Current	1st Interim	Current	% Current
						(Revised Budget)		Budget vs. Current Forecast		
5833 Fines and Penalties	-	-	1,713	1,718	321	321	1,718	(1,397)	(0)	100%
5845 Legal Fees	(2,320)	63,511	22,178	171,118	420,000	570,000	570,000	-	398,882	30%
5848 Licenses and Other Fees	-	2,084	-	3,376	-	8,000	8,000	-	4,624	42%
5851 Marketing and Student Recruiting	83	3,673	-	3,953	53,000	68,000	68,000	-	64,047	6%
5857 Payroll Fees	1,011	991	982	5,046	18,000	18,000	18,000	-	12,954	28%
5861 Prior Yr Exp (not accrued)	38,762	(38,088)	-	3,088	-	46,616	46,616	-	43,528	7%
5863 Professional Development	1,095	6,437	6,250	17,527	114,900	131,800	163,501	(31,701)	145,974	11%
5864 Professional Development - Tuition Reimbursement	-	-	850	1,810	60,000	47,400	47,400	-	45,590	4%
5875 Staff Recruiting	-	3,090	112	3,202	15,000	15,000	15,000	-	11,798	21%
5887 Technology Services	2,496	27,648	(15,768)	31,833	170,628	170,628	170,628	-	138,795	19%
5900 Communications	158	15,520	964	18,338	17,340	17,340	17,340	-	(998)	106%
5915 Postage and Delivery	1,709	233	313	3,434	17,280	17,280	17,280	-	13,846	20%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>189,176</b>	<b>255,256</b>	<b>80,681</b>	<b>959,371</b>	<b>2,726,775</b>	<b>2,969,566</b>	<b>3,000,367</b>	<b>(30,801)</b>	<b>2,040,996</b>	<b>32%</b>
<b>Capital Outlay &amp; Depreciation</b>										
6900 Depreciation	120	120	120	600	933	933	933	-	333	64%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>600</b>	<b>933</b>	<b>933</b>	<b>933</b>	<b>-</b>	<b>333</b>	<b>64%</b>
<b>Other Outflows</b>										
<b>SUBTOTAL - Other Outflows</b>	<b>(4,460)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>428,602</b>	<b>537,607</b>	<b>306,689</b>	<b>2,174,190</b>	<b>5,853,618</b>	<b>6,043,809</b>	<b>6,114,976</b>	<b>(71,167)</b>	<b>3,940,787</b>	<b>36%</b>

**MSA-1**  
**Budget vs. Actual - Restricted and Unrestricted**  
**As of Nov FY2018**

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	1,663,332	5,484,674	3,821,342	1,663,332	5,484,674	3,821,342
Federal Revenue	63,905	1,113,167	1,049,262	138,745	23,921	(114,824)	202,650	1,137,088	934,438
Other State Revenues	2,740	889,281	886,541	8,450	178,502	170,052	11,190	1,067,783	1,056,593
Local Revenues	6,661	119,498	112,837	8,146	(49,848)	(57,994)	14,808	69,650	54,842
Fundraising and Grants	19,178	-	(19,178)	9,906	68,185	58,279	29,084	68,185	39,101
<b>Total Revenue</b>	<b>92,485</b>	<b>2,121,946</b>	<b>2,029,461</b>	<b>1,828,579</b>	<b>5,705,434</b>	<b>3,876,855</b>	<b>1,921,064</b>	<b>7,827,380</b>	<b>5,906,316</b>
<b>Expenses</b>									
Compensation and Benefits	168,908	621,617	452,709	1,098,655	2,930,058	1,831,403	1,267,562	3,551,675	2,284,113
Books and Supplies	82,048	330,170	248,122	43,424	205,251	161,827	125,472	535,421	409,949
Services and Other Operating Expenditures	43,488	763,199	719,711	861,317	2,113,741	1,252,424	904,806	2,876,940	1,972,134
Depreciation	-	-	-	-	153,345	153,345	-	153,345	153,345
Other Outflows	-	-	-	3,597	-	(3,597)	3,597	-	(3,597)
<b>Total Expenses</b>	<b>294,444</b>	<b>1,714,986</b>	<b>1,420,542</b>	<b>2,006,993</b>	<b>5,402,395</b>	<b>3,395,403</b>	<b>2,301,436</b>	<b>7,117,381</b>	<b>4,815,945</b>
<b>Operating Income</b>	<b>(201,959)</b>	<b>406,960</b>	<b>608,919</b>	<b>(178,414)</b>	<b>303,039</b>	<b>481,452</b>	<b>(380,373)</b>	<b>709,999</b>	<b>1,090,371</b>
<b>Capital Expenditures</b>									
Capex	7,007	556,876	549,869	-	-	-	7,007	556,876	549,869

PY Carryovers budgeted to be expensed this year:

7338-0	Use of College Readiness carryover funds	61,502
6264-0	Use of Educator Effectiveness carryover funds	18,193
6230-0	Use of Prop 39 Clean Energy carryover funds	53,188
5310-0	NSLP carryover funds	33,347
5815-0	CSFIG grant revenues, offset by Capex	(500,000)
6230-0	Prop 39 Clean Energy, Capex	(53,188)
	<b>Net Restricted Budget</b>	<b>20,002</b>



**MSA-2**  
**Budget vs. Actual - Restricted and Unrestricted**  
**As of Nov FY2018**

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	1,338,645	4,574,891	3,236,246	1,338,645	4,574,891	3,236,246
Federal Revenue	57,114	492,533	435,419	7,572	22,200	14,628	64,686	514,733	450,047
Other State Revenues	-	273,655	273,655	14,130	155,616	141,486	14,130	429,271	415,141
Local Revenues	3,940	203,821	199,881	-	(163,133)	(163,133)	3,940	40,688	36,748
Fundraising and Grants	10,334	-	(10,334)	470	23,464	22,994	10,804	23,464	12,660
<b>Total Revenue</b>	<b>71,388</b>	<b>970,010</b>	<b>898,622</b>	<b>1,360,818</b>	<b>4,613,037</b>	<b>3,252,219</b>	<b>1,432,205</b>	<b>5,583,047</b>	<b>4,150,842</b>
<b>Expenses</b>									
Compensation and Benefits	144,301	528,811	384,510	973,250	2,650,837	1,677,588	1,117,551	3,179,649	2,062,098
Books and Supplies	52,770	299,845	247,075	69,235	100,451	31,216	122,005	400,297	278,291
Services and Other Operating Expenditures	42,933	188,372	145,438	559,597	1,665,157	1,105,560	602,530	1,853,528	1,250,998
Depreciation	-	-	-	23,479	51,413	27,934	23,479	51,413	27,934
<b>Total Expenses</b>	<b>240,005</b>	<b>1,017,028</b>	<b>777,023</b>	<b>1,625,561</b>	<b>4,467,859</b>	<b>2,842,298</b>	<b>1,865,565</b>	<b>5,484,887</b>	<b>3,619,321</b>
<b>Operating Income</b>	<b>(168,617)</b>	<b>(47,019)</b>	<b>121,599</b>	<b>(264,743)</b>	<b>145,179</b>	<b>409,922</b>	<b>(433,360)</b>	<b>98,160</b>	<b>531,520</b>
<b>Capital Expenditures</b>									
Capex	4,083	54,436	50,353	(4,083)	15,000	19,083	-	69,436	69,436

PY Carryovers budgeted to be expensed this year:

7338-0	Use of College Readiness carryover funds	45,860
6264-0	Use of Educator Effectiveness carryover funds	13,778
6230-0	Use of Prop 39 Clean Energy carryover funds	48,992
6230-0	Prop 39 Clean Energy, Capex	(48,992)
	Net Restricted Budget	12,619

## MSA-3

## Budget vs. Actual - Restricted and Unrestricted

As of Nov FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	1,336,337	4,481,571	3,145,234	1,336,337	4,481,571	3,145,234
Federal Revenue	48,690	492,122	443,432	1,036	23,994	22,958	49,726	516,116	466,390
Other State Revenues	497	382,937	382,441	10,817	151,480	140,663	11,313	534,417	523,104
Local Revenues	4,765	174,783	170,018	1,474	(134,205)	(135,679)	6,239	40,578	34,339
Fundraising and Grants	8,058	-	(8,058)	2	13,575	13,573	8,060	13,575	5,515
<b>Total Revenue</b>	<b>62,010</b>	<b>1,049,842</b>	<b>987,833</b>	<b>1,349,666</b>	<b>4,536,415</b>	<b>3,186,749</b>	<b>1,411,676</b>	<b>5,586,257</b>	<b>4,174,582</b>
<b>Expenses</b>									
Compensation and Benefits	170,168	449,719	279,551	914,168	2,385,213	1,471,045	1,084,336	2,834,932	1,750,597
Books and Supplies	42,272	341,543	299,270	64,312	124,717	60,405	106,584	466,259	359,675
Services and Other Operating Expenditures	57,454	299,761	242,306	581,031	1,811,348	1,230,317	638,485	2,111,109	1,472,624
Depreciation	-	-	-	15,914	20,196	4,283	15,914	20,196	4,283
Other Outflows	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>269,894</b>	<b>1,091,023</b>	<b>821,128</b>	<b>1,575,424</b>	<b>4,341,474</b>	<b>2,766,050</b>	<b>1,845,318</b>	<b>5,432,496</b>	<b>3,587,178</b>
<b>Operating Income</b>	<b>(207,885)</b>	<b>(41,180)</b>	<b>166,704</b>	<b>(225,758)</b>	<b>194,941</b>	<b>420,699</b>	<b>(433,642)</b>	<b>153,761</b>	<b>587,403</b>
<b>Capital Expenditures</b>									
Capex	4,075	54,341	50,266	-	40,000	40,000	4,075	94,341	90,266

PY Carryovers budgeted to be expensed this year:

7338-0	Use of College Readiness carryover funds	61,324
6264-0	Use of Educator Effectiveness carryover funds	3,093
6230-0	Use of Prop 39 Clean Energy carryover funds	48,907
6230-0	Prop 39 Clean Energy, Capex	(48,907)
	Net Restricted Budget	23,237

## MSA-4

## Budget vs. Actual - Restricted and Unrestricted

As of Nov FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	573,037	1,731,925	1,158,888	573,037	1,731,925	1,158,888
Federal Revenue	38,293	211,901	173,608	271	22,471	22,200	38,564	234,372	195,808
Other State Revenues	44,827	108,293	63,466	(276)	58,707	58,983	44,551	167,000	122,449
Local Revenues	1,822	100,588	98,766	-	(77,186)	(77,186)	1,822	23,402	21,580
Fundraising and Grants	2,528	-	(2,528)	-	4,017	4,017	2,528	4,017	1,489
<b>Total Revenue</b>	<b>87,469</b>	<b>420,782</b>	<b>333,312</b>	<b>573,032</b>	<b>1,739,934</b>	<b>1,166,902</b>	<b>660,501</b>	<b>2,160,715</b>	<b>1,500,214</b>
<b>Expenses</b>									
Compensation and Benefits	127,067	183,139	56,072	242,994	902,125	659,132	370,060	1,085,264	715,204
Books and Supplies	16,523	60,057	43,534	23,787	110,373	86,585	40,310	170,429	130,119
Services and Other Operating Expenditures	29,160	237,491	208,331	156,378	592,183	435,805	185,538	829,674	644,136
Depreciation	-	-	-	6,525	15,656	9,131	6,525	15,656	9,131
<b>Total Expenses</b>	<b>172,750</b>	<b>480,687</b>	<b>307,937</b>	<b>431,287</b>	<b>1,620,337</b>	<b>1,189,050</b>	<b>604,037</b>	<b>2,101,023</b>	<b>1,496,987</b>
<b>Operating Income</b>	<b>(85,280)</b>	<b>(59,905)</b>	<b>25,375</b>	<b>141,745</b>	<b>119,597</b>	<b>(22,148)</b>	<b>56,465</b>	<b>59,692</b>	<b>3,228</b>
<b>Capital Expenditures</b>									
Capex	8,385	52,408	44,023	-	-	-	8,385	52,408	44,023

PY Carryovers budgeted to be expensed this year:

7338-0	Use of College Readiness carryover funds	62,733
6264-0	Use of Educator Effectiveness carryover funds	13,404
6230-0	Use of Prop 39 Clean Energy carryover funds	47,167
6230-0	Prop 39 Clean Energy, Capex	(47,167)
	Net Restricted Budget	16,232

## MSA-5

## Budget vs. Actual - Restricted and Unrestricted

As of Nov FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	574,437	1,929,828	1,355,390	574,437	1,929,828	1,355,390
Federal Revenue	31,550	245,347	213,797	-	2,480	2,480	31,550	247,827	216,277
Other State Revenues	44,901	152,265	107,364	645	58,713	58,068	45,546	210,978	165,432
Local Revenues	1,017	51,115	50,098	-	86,080	86,080	1,017	137,195	136,178
Fundraising and Grants	-	-	-	-	2,017	2,017	-	2,017	2,017
<b>Total Revenue</b>	<b>77,468</b>	<b>448,728</b>	<b>371,259</b>	<b>575,082</b>	<b>2,079,117</b>	<b>1,504,035</b>	<b>652,551</b>	<b>2,527,844</b>	<b>1,875,294</b>
<b>Expenses</b>									
Compensation and Benefits	48,499	159,329	110,830	499,476	1,301,834	802,358	547,975	1,461,162	913,188
Books and Supplies	25,638	17,003	(8,635)	57,856	258,982	201,127	83,494	275,985	192,492
Services and Other Operating Expenditures	31,423	258,841	227,419	97,686	443,655	345,969	129,109	702,496	573,387
Depreciation	-	-	-	7,165	18,908	11,743	7,165	18,908	11,743
Other Outflows	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>105,559</b>	<b>435,173</b>	<b>329,614</b>	<b>662,183</b>	<b>2,023,379</b>	<b>1,361,196</b>	<b>767,742</b>	<b>2,458,552</b>	<b>1,690,810</b>
<b>Operating Income</b>	<b>(28,091)</b>	<b>13,554</b>	<b>41,645</b>	<b>(87,101)</b>	<b>55,738</b>	<b>142,839</b>	<b>(115,191)</b>	<b>69,292</b>	<b>184,484</b>
<b>Capital Expenditures</b>									
Capex	6,519	53,216	46,697	-	-	-	6,519	53,216	46,697

PY Carryovers budgeted to be expensed this year:

6264-0	Use of Educator Effectiveness carryover funds	493
6230-0	Use of Prop 39 Clean Energy carryover funds	53,216
3010-0	Title I carryover funds	17,151
6230-0	Prop 39 Clean Energy, Capex	(53,216)
	Net Restricted Budget	31,198

## MSA-6

## Budget vs. Actual - Restricted and Unrestricted

As of Nov FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	491,800	1,476,568	984,769	491,800	1,476,568	984,769
Federal Revenue	30,747	153,100	122,353	1,798	22,200	20,402	32,545	175,300	142,756
Other State Revenues	41,138	170,253	129,115	110	51,136	51,026	41,248	221,389	180,141
Local Revenues	949	12,193	11,244	1,200	(10,044)	(11,244)	2,149	2,149	0
Fundraising and Grants	4,947	-	(4,947)	-	14,749	14,749	4,947	14,749	9,802
<b>Total Revenue</b>	<b>77,781</b>	<b>335,546</b>	<b>257,765</b>	<b>494,907</b>	<b>1,554,609</b>	<b>1,059,701</b>	<b>572,688</b>	<b>1,890,155</b>	<b>1,317,467</b>
<b>Expenses</b>									
Compensation and Benefits	7,562	117,699	110,137	404,528	1,064,477	659,949	412,090	1,182,176	770,086
Books and Supplies	16,671	82,980	66,309	19,553	47,370	27,817	36,224	130,350	94,126
Services and Other Operating Expenditures	16,784	138,071	121,286	156,198	376,148	219,951	172,982	514,219	341,237
Depreciation	-	-	-	8,241	28,726	20,485	8,241	28,726	20,485
Other Outflows	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>41,017</b>	<b>338,749</b>	<b>297,732</b>	<b>588,520</b>	<b>1,516,722</b>	<b>928,202</b>	<b>629,537</b>	<b>1,855,471</b>	<b>1,225,934</b>
<b>Operating Income</b>	<b>36,764</b>	<b>(3,203)</b>	<b>(39,966)</b>	<b>(93,612)</b>	<b>37,887</b>	<b>131,499</b>	<b>(56,849)</b>	<b>34,684</b>	<b>91,533</b>
<b>Capital Expenditures</b>									
Capex	1,150	51,109	49,959	-	-	-	1,150	51,109	49,959

PY Carryovers budgeted to be expensed this year:

5310-0	NSLP carryover funds	3,203
6230-0	Use of Prop 39 Clean Energy carryover funds	51,109
6230-0	Prop 39 Clean Energy, Capex	(51,109)
	Net Restricted Budget	0

## MSA-7

## Budget vs. Actual - Restricted and Unrestricted

As of Nov FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	817,393	2,628,620	1,811,227	817,393	2,628,620	1,811,227
Federal Revenue	48,707	236,952	188,245	3,786	16,256	12,470	52,493	253,208	200,715
Other State Revenues	68,131	546,743	478,612	455	46,763	46,308	68,586	593,506	524,920
Local Revenues	5,799	121,748	115,949	318	(82,442)	(82,760)	6,117	39,306	33,189
Fundraising and Grants	5,956	-	(5,956)	-	12,898	12,898	5,956	12,898	6,942
<b>Total Revenue</b>	<b>128,592</b>	<b>905,443</b>	<b>776,851</b>	<b>821,952</b>	<b>2,622,095</b>	<b>1,800,143</b>	<b>950,544</b>	<b>3,527,538</b>	<b>2,576,994</b>
<b>Expenses</b>									
Compensation and Benefits	86,620	459,699	373,079	549,952	1,212,337	662,385	636,572	1,672,036	1,035,464
Books and Supplies	32,370	111,053	78,683	45,549	96,175	50,626	77,918	207,228	129,310
Services and Other Operating Expenditures	99,410	307,867	208,457	457,491	1,159,710	702,219	556,901	1,467,577	910,676
Depreciation	-	-	-	8,453	44,909	36,456	8,453	44,909	36,456
<b>Total Expenses</b>	<b>218,400</b>	<b>878,619</b>	<b>660,219</b>	<b>1,061,444</b>	<b>2,513,131</b>	<b>1,451,687</b>	<b>1,279,844</b>	<b>3,391,750</b>	<b>2,111,906</b>
<b>Operating Income</b>	(89,808)	26,824	116,632	(239,492)	108,964	348,456	(329,300)	135,788	465,088
<b>Capital Expenditures</b>									
Capex	4,483	52,741	48,258	-	40,000	40,000	4,483	92,741	88,258

PY Carryovers budgeted to be expensed this year:

6230-0	Use of Prop 39 Clean Energy carryover funds	52,741
6230-0	Prop 39 Clean Energy, Capex	(52,741)
	Net Restricted Budget	26,824

## MSA-8

## Budget vs. Actual - Restricted and Unrestricted

As of Nov FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	1,427,276	4,594,558	3,167,283	1,427,276	4,594,558	3,167,283
Federal Revenue	100,043	338,348	238,305	-	-	-	100,043	338,348	238,305
Other State Revenues	116,705	461,068	344,363	8,408	149,632	141,224	125,113	610,700	485,587
Local Revenues	2,236	108,741	106,505	-	(72,232)	(72,232)	2,236	36,509	34,273
Fundraising and Grants	9,464	-	(9,464)	-	22,236	22,236	9,464	22,236	12,773
<b>Total Revenue</b>	<b>228,448</b>	<b>908,157</b>	<b>679,709</b>	<b>1,435,683</b>	<b>4,694,195</b>	<b>3,258,512</b>	<b>1,664,131</b>	<b>5,602,352</b>	<b>3,938,220</b>
<b>Expenses</b>									
Compensation and Benefits	157,563	549,882	392,319	778,845	2,204,741	1,425,897	936,407	2,754,623	1,818,216
Books and Supplies	14,702	57,008	42,306	68,426	351,540	283,114	83,127	408,548	325,421
Services and Other Operating Expenditures	93,922	301,266	207,344	537,809	1,906,724	1,368,915	631,730	2,207,990	1,576,259
Depreciation	-	-	-	28,252	96,064	67,812	28,252	96,064	67,812
<b>Total Expenses</b>	<b>266,186</b>	<b>908,156</b>	<b>641,970</b>	<b>1,413,332</b>	<b>4,559,069</b>	<b>3,145,738</b>	<b>1,679,518</b>	<b>5,467,225</b>	<b>3,787,707</b>
<b>Operating Income</b>	<b>(37,738)</b>	<b>1</b>	<b>37,739</b>	<b>22,352</b>	<b>135,126</b>	<b>112,774</b>	<b>(15,386)</b>	<b>135,127</b>	<b>150,513</b>
<b>Capital Expenditures</b>									
Capex	4,876	57,367	52,491	-	30,000	30,000	4,876	87,367	82,491

PY Carryovers budgeted to be expensed this year:

6230-0 Use of Prop 39 Clean Energy carryover funds

57,367

6230-0 Prop 39 Clean Energy, Capex

(57,367)

Net Restricted Budget

1

## MSA-SA

## Budget vs. Actual - Restricted and Unrestricted

As of Nov FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	2,019,722	6,751,562	4,731,841	2,019,722	6,751,562	4,731,841
Federal Revenue	68,320	623,680	555,360	-	-	-	68,320	623,680	555,360
Other State Revenues	110,321	420,877	310,556	13,382	206,652	193,271	123,703	627,530	503,827
Local Revenues	14,127	241,003	226,876	1,636	(173,191)	(174,827)	15,762	67,812	52,049
Fundraising and Grants	21,335	-	(21,335)	-	37,258	37,258	21,335	37,258	15,923
<b>Total Revenue</b>	<b>214,103</b>	<b>1,285,560</b>	<b>1,071,457</b>	<b>2,034,739</b>	<b>6,822,281</b>	<b>4,787,542</b>	<b>2,248,842</b>	<b>8,107,841</b>	<b>5,858,999</b>
<b>Expenses</b>									
Compensation and Benefits	218,867	658,289	439,423	1,642,688	3,838,837	2,196,149	1,861,555	4,497,127	2,635,572
Books and Supplies	84,966	385,950	300,984	178,084	295,888	117,805	263,050	681,839	418,788
Services and Other Operating Expenditures	57,494	279,095	221,601	604,556	1,945,707	1,341,151	662,050	2,224,802	1,562,752
Depreciation	-	-	-	165,514	505,350	339,836	165,514	505,350	339,836
Other Outflows	-	-	-	122,098	173,107	51,010	122,098	173,107	51,010
<b>Total Expenses</b>	<b>361,327</b>	<b>1,323,334</b>	<b>962,007</b>	<b>2,712,939</b>	<b>6,758,890</b>	<b>4,045,951</b>	<b>3,074,267</b>	<b>8,082,225</b>	<b>5,007,958</b>
<b>Operating Income</b>	<b>(147,225)</b>	<b>(37,775)</b>	<b>109,450</b>	<b>(678,200)</b>	<b>63,391</b>	<b>741,591</b>	<b>(825,425)</b>	<b>25,616</b>	<b>851,041</b>
<b>Capital Expenditures</b>									
Capex	-	-	-	-	124,000	124,000	-	124,000	124,000

PY Carryovers budgeted to be expensed this year:

7338-0	Use of College Readiness carryover funds	34,208
6264-0	Use of Educator Effectiveness carryover funds	3,567
9101-0	Prop 1D carryover funds	95,590
	<b>Net Restricted Budget</b>	<b>95,590</b>



## MSA-SD

## Budget vs. Actual - Restricted and Unrestricted

As of Nov FY2018

	Restricted			Unrestricted			Total		
	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining	Actual YTD	Approved Budget	Budget Remaining
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	-	1,043,590	2,969,208	1,925,618	1,043,590	2,969,208	1,925,618
Federal Revenue	9,699	131,511	121,812	2,745	-	(2,745)	12,444	131,511	119,067
Other State Revenues	73,683	300,856	227,173	14,061	131,216	117,155	87,744	432,072	344,328
Local Revenues	15,818	4,070	(11,748)	1,003	76,247	75,244	16,820	80,317	63,497
Fundraising and Grants	11,968	-	(11,968)	-	33,051	33,051	11,968	33,051	21,082
<b>Total Revenue</b>	<b>111,168</b>	<b>436,437</b>	<b>325,269</b>	<b>1,061,399</b>	<b>3,209,722</b>	<b>2,148,323</b>	<b>1,172,567</b>	<b>3,646,159</b>	<b>2,473,592</b>
<b>Expenses</b>									
Compensation and Benefits	64,254	220,690	156,436	745,934	1,978,569	1,232,635	810,188	2,199,259	1,389,071
Books and Supplies	2,985	52,076	49,090	17,114	83,886	66,772	20,099	135,962	115,863
Services and Other Operating Expenditures	28,137	189,055	160,918	455,204	1,236,139	780,936	483,341	1,425,195	941,854
Depreciation	-	-	-	18,591	30,295	11,704	18,591	30,295	11,704
<b>Total Expenses</b>	<b>95,376</b>	<b>461,821</b>	<b>366,445</b>	<b>1,236,843</b>	<b>3,328,890</b>	<b>2,092,047</b>	<b>1,332,220</b>	<b>3,790,711</b>	<b>2,458,492</b>
<b>Operating Income</b>	15,792	(25,384)	(41,176)	(175,444)	(119,168)	56,276	(159,653)	(144,552)	15,100
<b>Capital Expenditures</b>									
Capex	9,461	51,160	41,699	-	-	-	9,461	51,160	41,699

PY Carryovers budgeted to be expensed this year:

6264-0	Use of Educator Effectiveness carryover funds	27,331
6230-0	Use of Prop 39 Clean Energy carryover funds	51,160
9101-0	Prop 1D carryover funds	106,607
6230-0	Prop 39 Clean Energy, Capex	(51,160)
	Net Restricted Budget	108,554

**MSA-1**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
<b>Beginning Cash</b>	<b>1,311,426</b>	<b>1,213,183</b>	<b>1,061,846</b>	<b>1,970,020</b>	<b>2,133,893</b>	<b>2,076,167</b>	<b>2,044,407</b>	<b>2,001,505</b>	<b>1,933,498</b>	<b>1,740,239</b>	<b>1,901,833</b>	<b>1,837,262</b>			
<b>REVENUE</b>															
LCFF Entitlement	66,268	314,905	270,727	594,809	416,623	416,623	594,810	484,288	411,494	582,022	411,494	411,494	5,484,674	509,117	
Federal Revenue	-	-	22,279	72,370	108,000	53,827	23,272	101,572	23,272	57,084	101,572	23,272	1,245,088	658,567	
Other State Revenue	-	(900)	340	10,046	1,704	324,549	27,498	26,320	55,641	199,711	105,571	81,195	1,069,487	237,811	
Other Local Revenue	-	51	1,469	12,528	760	32,131	3,785	3,785	3,785	3,785	3,785	3,785	69,650	-	
Fundraising & Grants	-	686	13,289	8,610	6,499	1,909	6,199	6,199	6,199	6,199	6,199	6,199	68,185	-	
<b>TOTAL REVENUE</b>	<b>66,268</b>	<b>314,743</b>	<b>308,104</b>	<b>698,362</b>	<b>533,586</b>	<b>829,038</b>	<b>655,563</b>	<b>622,164</b>	<b>500,391</b>	<b>848,802</b>	<b>628,622</b>	<b>525,945</b>	<b>7,937,084</b>	<b>1,405,496</b>	
<b>EXPENSES</b>															
Certificated Salaries	31,018	181,008	206,831	203,721	187,058	211,619	211,619	211,619	211,619	211,619	211,619	245,682	2,325,032	(0)	
Classified Salaries	29,162	33,321	22,531	35,027	39,685	8,756	32,262	32,262	32,262	32,262	32,262	32,262	362,056	0	
Employee Benefits	45,754	63,233	41,673	75,983	71,558	151,152	83,184	73,880	73,880	69,714	69,714	44,862	864,586	-	
Books & Supplies	3,016	25,523	33,801	34,778	27,048	112,942	47,756	47,375	47,563	47,435	49,771	58,412	535,421	-	
Services & Other Operating Expenses	135,218	202,098	186,500	232,357	194,938	346,977	253,304	254,694	257,984	255,836	259,484	254,954	2,878,644	44,299	
Capital Outlay & Depreciation	11,667	11,667	16,541	13,800	(46,667)	76,673	12,779	12,779	12,779	12,779	12,779	12,779	153,345	(7,007)	
Other Outflows	-	816	(816)	-	3,597	(3,597)	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>255,835</b>	<b>517,666</b>	<b>507,060</b>	<b>595,665</b>	<b>477,217</b>	<b>904,520</b>	<b>640,904</b>	<b>632,609</b>	<b>636,088</b>	<b>629,646</b>	<b>635,630</b>	<b>648,951</b>	<b>7,119,084</b>	<b>37,292</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(189,567)</b>	<b>(202,923)</b>	<b>(198,956)</b>	<b>102,697</b>	<b>56,370</b>	<b>(75,482)</b>	<b>14,659</b>	<b>(10,445)</b>	<b>(135,697)</b>	<b>219,156</b>	<b>(7,009)</b>	<b>(123,006)</b>	<b>818,000</b>	<b>1,368,204</b>	
Revenues - Prior Year Accruals	375,947	62,421	399,022	141,012	(109,705)	3,220	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	6,808	-	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	(134,737)	-	-	(87,297)	(74,625)	-	-	-	-	-	-	-	-	-	
Fixed Assets	11,667	11,667	11,667	11,667	3,753,333	(2,881)	(66,775)	(66,775)	(66,775)	(66,775)	(66,775)	(66,775)	-	-	
Due To (From)	13,967	(27,859)	696,767	(19,564)	(861,644)	76,454	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(47,023)	(7,252)	(7,230)	(4,082)	4,082	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(87,706)	1,557	1,762	14,109	(30,169)	(42,284)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(40,791)	4,245	5,142	5,331	4,632	9,213	9,213	9,213	9,213	9,213	9,213	9,213	-	-	
Loans Payable (Long Term)	-	-	-	-	(2,800,000)	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	<b>1,213,183</b>	<b>1,061,846</b>	<b>1,970,020</b>	<b>2,133,893</b>	<b>2,076,167</b>	<b>2,044,407</b>	<b>2,001,505</b>	<b>1,933,498</b>	<b>1,740,239</b>	<b>1,901,833</b>	<b>1,837,262</b>	<b>1,656,694</b>			

**MSA-2**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast			
<b>Beginning Cash</b>	<b>780,732</b>	<b>546,870</b>	<b>520,308</b>	<b>348,992</b>	<b>458,157</b>	<b>434,047</b>	<b>86,437</b>	<b>224,956</b>	<b>277,157</b>	<b>218,148</b>	<b>380,903</b>	<b>463,409</b>			
<b>REVENUE</b>															
LCFF Entitlement	55,376	254,577	217,660	478,312	332,720	332,719	478,312	399,670	358,750	512,593	358,750	358,750	4,574,891	436,701	
Federal Revenue	-	-	-	64,686	-	(6,976)	37,774	95,484	37,774	66,399	95,484	37,774	514,733	86,336	
Other State Revenue	-	(771)	1,094	13,806	-	15,567	94,546	22,378	48,391	48,391	90,114	69,745	429,271	26,009	
Other Local Revenue	-	-	-	3,940	-	34,190	426	426	426	426	426	426	40,687	-	
Fundraising & Grants	1,185	-	964	7,720	936	3,010	483	2,117	1,887	1,798	2,319	1,046	23,464	-	
<b>TOTAL REVENUE</b>	<b>56,561</b>	<b>253,806</b>	<b>219,718</b>	<b>568,464</b>	<b>333,656</b>	<b>378,509</b>	<b>611,541</b>	<b>520,074</b>	<b>447,229</b>	<b>629,607</b>	<b>547,094</b>	<b>467,741</b>	<b>5,583,046</b>	<b>549,046</b>	
<b>EXPENSES</b>															
Certificated Salaries	44,029	164,448	166,860	163,995	163,288	181,747	178,025	178,025	178,025	178,025	178,025	178,025	1,952,519	(0)	
Classified Salaries	17,985	25,247	30,668	29,537	29,172	49,050	33,610	33,610	33,610	33,610	33,610	33,610	383,322	-	
Employee Benefits	40,040	60,269	53,487	71,902	56,622	163,547	73,806	73,304	73,304	70,766	70,766	35,685	843,808	308	
Books & Supplies	6,832	24,886	27,923	9,469	53,051	52,153	41,371	36,734	35,761	35,498	36,342	38,354	400,296	1,921	
Services & Other Operating Expenses	123,547	115,400	111,740	117,795	148,821	243,880	146,184	146,175	185,512	148,926	145,820	188,103	1,853,527	31,624	
Capital Outlay & Depreciation	4,696	6,737	9,323	(1,973)	4,696	3,991	3,991	3,991	3,991	3,991	3,991	3,991	51,413	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>237,129</b>	<b>396,988</b>	<b>400,001</b>	<b>390,725</b>	<b>455,650</b>	<b>694,367</b>	<b>476,987</b>	<b>471,839</b>	<b>510,203</b>	<b>470,817</b>	<b>468,554</b>	<b>477,769</b>	<b>5,484,885</b>	<b>33,853</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(180,568)</b>	<b>(143,182)</b>	<b>(180,283)</b>	<b>177,738</b>	<b>(121,994)</b>	<b>(315,858)</b>	<b>134,554</b>	<b>48,235</b>	<b>(62,975)</b>	<b>158,790</b>	<b>78,540</b>	<b>(10,028)</b>	<b>98,162</b>	<b>515,193</b>	
Revenues - Prior Year Accruals	261,436	88,062	7,763	14,247	-	1,180	-	-	-	-	-	-	-	-	
Other Assets	(105,966)	-	-	(87,297)	87,297	-	-	-	-	-	-	-	-	-	
Fixed Assets	4,696	4,696	4,696	(4,014)	4,696	(3,970)	(3,970)	(3,970)	(3,970)	(3,970)	(3,970)	(3,970)	-	-	
Due To (From)	(59,349)	(914)	2,310	(4,270)	2,914	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(8,939)	(11,577)	(380)	(4,207)	4,207	13,481	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(94,694)	29,332	(12,535)	9,737	(8,340)	(50,379)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(50,477)	7,020	7,114	7,230	7,110	7,936	7,936	7,936	7,936	7,936	7,936	7,936	-	-	
<b>Ending Cash</b>	<b>546,870</b>	<b>520,308</b>	<b>348,992</b>	<b>458,157</b>	<b>434,047</b>	<b>86,437</b>	<b>224,956</b>	<b>277,157</b>	<b>218,148</b>	<b>380,903</b>	<b>463,409</b>	<b>457,347</b>			

**MSA-3**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
<b>Beginning Cash</b>	<b>178,629</b>	<b>378,829</b>	<b>220,277</b>	<b>171,699</b>	<b>305,168</b>	<b>179,466</b>	<b>45,962</b>	<b>60,350</b>	<b>101,392</b>	<b>143,031</b>	<b>282,229</b>	<b>311,062</b>			
<b>REVENUE</b>															
LCFF Entitlement	55,193	254,291	217,495	476,739	332,619	332,618	476,738	394,612	343,735	489,463	343,735	343,735	4,481,571	420,598	
Federal Revenue	-	-	1,794	47,932	-	19,091	1,999	106,171	50,420	51,482	69,492	91,026	516,116	76,708	
Other State Revenue	-	(763)	1,632	10,444	-	83,726	24,299	23,158	48,558	76,866	89,983	69,841	534,417	106,673	
Other Local Revenue	700	-	-	4,306	1,233	31,807	972	972	972	972	972	972	43,878	-	
Fundraising & Grants	-	-	-	1,332	6,728	(509)	(1,161)	486	745	267	2,147	(35)	13,575	3,575	
<b>TOTAL REVENUE</b>	<b>55,893</b>	<b>253,528</b>	<b>220,921</b>	<b>540,753</b>	<b>340,581</b>	<b>466,733</b>	<b>502,846</b>	<b>525,398</b>	<b>444,430</b>	<b>619,050</b>	<b>506,330</b>	<b>505,539</b>	<b>5,589,557</b>	<b>607,554</b>	
<b>EXPENSES</b>															
Certificated Salaries	25,875	144,000	138,763	137,858	132,123	159,972	146,170	146,170	146,170	146,170	146,170	146,170	1,615,612	0	
Classified Salaries	26,488	40,717	62,010	51,127	50,129	21,069	46,969	46,969	46,969	46,969	46,969	46,969	533,353	-	
Employee Benefits	40,608	59,490	49,978	71,377	53,792	62,074	59,659	59,198	59,198	56,864	56,864	56,864	685,967	-	
Books & Supplies	4,828	37,711	12,440	17,443	35,166	44,568	53,092	49,450	46,551	47,730	45,374	47,358	469,259	27,550	
Services & Other Operating Expenses	121,846	104,518	101,902	179,381	145,182	265,382	178,532	178,532	99,867	178,084	178,084	349,758	2,111,409	30,341	
Capital Outlay & Depreciation	3,183	5,220	3,183	5,220	3,183	(5,815)	1,683	1,683	1,683	1,683	1,683	1,683	20,196	(4,075)	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>222,827</b>	<b>391,655</b>	<b>368,275</b>	<b>462,407</b>	<b>419,575</b>	<b>547,249</b>	<b>486,105</b>	<b>482,003</b>	<b>400,438</b>	<b>477,500</b>	<b>475,144</b>	<b>648,802</b>	<b>5,435,796</b>	<b>53,816</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(166,934)</b>	<b>(138,127)</b>	<b>(147,354)</b>	<b>78,345</b>	<b>(78,994)</b>	<b>(80,516)</b>	<b>16,741</b>	<b>43,396</b>	<b>43,992</b>	<b>141,551</b>	<b>31,186</b>	<b>(143,263)</b>	<b>153,761</b>	<b>553,738</b>	
Revenues - Prior Year Accruals	228,831	51,531	6,796	26,982	-	3,025	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	454	-	-	-	-	-	-	-	-	
Other Assets	342,400	(79,113)	79,113	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	3,183	3,183	3,183	3,183	(21,635)	(16,690)	(9,192)	(9,192)	(9,192)	(9,192)	(9,192)	(9,192)	-	-	
Due To (From)	(21,894)	-	(2,231)	(2,647)	2,575	(318)	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(8,888)	(2,120)	-	(4,354)	3,692	(14,878)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(133,460)	2,631	8,011	28,024	(35,198)	(31,420)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(43,037)	3,463	3,905	3,936	3,859	6,838	6,838	6,838	6,838	6,838	6,838	6,838	-	-	
<b>Ending Cash</b>	<b>378,829</b>	<b>220,277</b>	<b>171,699</b>	<b>305,168</b>	<b>179,466</b>	<b>45,962</b>	<b>60,350</b>	<b>101,392</b>	<b>143,031</b>	<b>282,229</b>	<b>311,062</b>	<b>165,445</b>			

**MSA-4**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
<b>Beginning Cash</b>	<b>776,350</b>	<b>681,092</b>	<b>712,965</b>	<b>735,289</b>	<b>824,027</b>	<b>843,178</b>	<b>652,678</b>	<b>713,729</b>	<b>727,117</b>	<b>686,592</b>	<b>668,614</b>	<b>636,200</b>			
<b>REVENUE</b>															
LCFF Entitlement	23,755	108,611	92,774	206,243	141,654	141,656	206,244	154,225	115,174	160,141	115,174	115,174	1,731,925	151,101	
Federal Revenue	2,191	4,382	3,193	19,388	9,411	19,091	26,029	24,142	21,664	5,580	22,055	53,831	240,861	29,905	
Other State Revenue	6,404	12,432	8,638	8,538	8,538	14,751	17,805	21,295	6,368	6,368	24,328	15,529	166,724	15,729	
Other Local Revenue	-	-	487	1,017	318	20,678	150	150	150	150	150	150	24,402	1,000	
Fundraising & Grants	900	-	887	-	741	(1,259)	55	120	-	1,043	385	129	4,017	1,017	
<b>TOTAL REVENUE</b>	<b>33,250</b>	<b>125,425</b>	<b>105,979</b>	<b>235,186</b>	<b>160,661</b>	<b>194,917</b>	<b>250,282</b>	<b>199,932</b>	<b>143,356</b>	<b>173,282</b>	<b>162,093</b>	<b>184,813</b>	<b>2,167,928</b>	<b>198,751</b>	
<b>EXPENSES</b>															
Certificated Salaries	13,918	62,177	65,107	64,893	62,817	71,962	66,254	66,254	66,254	66,254	66,254	66,254	738,402	-	
Classified Salaries	3,534	4,087	4,941	6,275	5,960	4,835	8,964	9,072	9,072	9,072	9,072	9,072	83,957	-	
Employee Benefits	12,825	23,103	13,191	15,562	11,669	59,723	23,358	23,205	23,205	22,312	22,312	12,441	262,906	-	
Books & Supplies	3,901	148	10,117	9,428	16,853	39,854	14,881	11,212	9,153	18,637	21,884	9,362	171,154	5,724	
Services & Other Operating Expenses	25,398	26,357	33,798	60,417	47,401	194,467	71,089	72,117	71,513	70,301	70,301	70,301	836,163	22,701	
Capital Outlay & Depreciation	1,305	3,270	5,760	3,270	1,305	1,303	1,305	1,305	1,305	1,305	1,305	1,305	15,656	(8,385)	
Other Outflows	-	-	-	-	4,556	(4,556)	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>60,882</b>	<b>119,142</b>	<b>132,914</b>	<b>159,845</b>	<b>150,563</b>	<b>367,588</b>	<b>185,851</b>	<b>183,165</b>	<b>180,503</b>	<b>187,881</b>	<b>191,127</b>	<b>168,735</b>	<b>2,108,236</b>	<b>20,040</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(27,632)</b>	<b>6,282</b>	<b>(26,934)</b>	<b>75,341</b>	<b>10,099</b>	<b>(172,671)</b>	<b>64,431</b>	<b>16,767</b>	<b>(37,146)</b>	<b>(14,599)</b>	<b>(29,034)</b>	<b>16,078</b>	<b>59,692</b>	<b>178,711</b>	
Revenues - Prior Year Accruals	124,388	34,361	7,235	9,315	-	640	-	-	-	-	-	-	-	-	
Other Assets	(216,807)	(6,547)	6,547	(6,547)	6,547	-	-	-	-	-	-	-	-	-	
Fixed Assets	1,305	1,305	1,305	1,305	1,305	(6,184)	(6,182)	(6,182)	(6,182)	(6,182)	(6,182)	(6,182)	-	-	
Due To (From)	71,474	-	26,181	(1,084)	1,017	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(6,001)	(12,171)	(1,128)	(66)	-	(236)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(23,982)	6,781	7,014	8,296	(1,932)	(14,853)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(18,003)	1,863	2,103	2,178	2,115	2,803	2,803	2,803	2,803	2,803	2,803	2,803	-	-	
<b>Ending Cash</b>	<b>681,092</b>	<b>712,965</b>	<b>735,289</b>	<b>824,027</b>	<b>843,178</b>	<b>652,678</b>	<b>713,729</b>	<b>727,117</b>	<b>686,592</b>	<b>668,614</b>	<b>636,200</b>	<b>648,899</b>			

**MSA-5**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
<b>Beginning Cash</b>	<b>1,000,807</b>	<b>1,158,000</b>	<b>1,164,131</b>	<b>1,189,082</b>	<b>1,226,284</b>	<b>1,161,410</b>	<b>964,176</b>	<b>1,257,856</b>	<b>1,258,484</b>	<b>1,195,560</b>	<b>1,194,345</b>	<b>1,139,842</b>			
<b>REVENUE</b>															
LCFF Entitlement	22,445	99,589	135,451	186,768	130,184	127,281	476,097	139,192	98,425	174,982	98,425	98,425	1,929,828	142,565	
Federal Revenue	2,070	4,141	3,475	12,747	9,117	36,897	22,954	32,477	11,595	3,168	29,309	53,737	254,018	32,332	
Other State Revenue	6,051	11,919	10,366	8,658	8,553	26,761	16,648	26,878	9,340	16,711	26,248	17,995	210,978	24,851	
Other Local Revenue	-	-	-	1,017	-	64,168	12,002	12,002	12,002	12,002	12,002	12,002	137,195	-	
Fundraising & Grants	-	-	-	-	-	216	-	43	48	1,017	225	468	2,017	-	
<b>TOTAL REVENUE</b>	<b>30,566</b>	<b>115,649</b>	<b>149,292</b>	<b>209,190</b>	<b>147,854</b>	<b>255,323</b>	<b>527,701</b>	<b>210,592</b>	<b>131,409</b>	<b>207,879</b>	<b>166,208</b>	<b>182,626</b>	<b>2,534,035</b>	<b>199,748</b>	
<b>EXPENSES</b>															
Certificated Salaries	15,275	70,637	81,715	82,266	83,353	90,643	83,656	83,656	83,656	83,656	83,656	83,656	925,827	-	
Classified Salaries	4,196	14,127	13,833	13,828	13,904	1,269	11,693	11,693	11,693	11,693	11,693	11,693	130,443	(870)	
Employee Benefits	24,503	23,896	29,131	46,050	31,259	60,626	35,187	34,956	34,956	33,808	33,808	15,843	403,810	(212)	
Books & Supplies	8,177	9,215	29,052	34,170	518	59,703	39,327	12,651	(1,646)	15,614	27,232	37,973	275,985	4,000	
Services & Other Operating Expenses	37,787	19,152	12,850	33,462	36,076	205,205	57,526	60,375	59,042	57,691	57,691	57,691	708,687	14,142	
Capital Outlay & Depreciation	1,433	1,433	20,393	(11,008)	1,433	2,289	1,576	1,576	1,576	1,576	1,576	1,576	18,908	(6,519)	
Other Outflows	-	-	-	-	3,233	(3,233)	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>91,371</b>	<b>138,460</b>	<b>186,974</b>	<b>198,768</b>	<b>169,776</b>	<b>416,500</b>	<b>228,965</b>	<b>204,907</b>	<b>189,276</b>	<b>204,036</b>	<b>215,654</b>	<b>208,432</b>	<b>2,463,661</b>	<b>10,541</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(60,805)</b>	<b>(22,812)</b>	<b>(37,682)</b>	<b>10,422</b>	<b>(21,921)</b>	<b>(161,178)</b>	<b>298,737</b>	<b>5,685</b>	<b>(57,868)</b>	<b>3,843</b>	<b>(49,447)</b>	<b>(25,807)</b>	<b>70,375</b>	<b>189,207</b>	
Revenues - Prior Year Accruals	165,245	24,488	6,191	25,226	-	4,990	-	-	-	-	-	-	-	-	
Other Assets	4,404	(6,547)	6,547	(6,547)	-	6,547	-	-	-	-	-	-	-	-	
Fixed Assets	1,433	(563)	1,433	(13,004)	1,433	(8,028)	(8,742)	(8,742)	(8,742)	(8,742)	(8,742)	(8,742)	-	-	
Due To (From)	116,414	-	26,320	(1,305)	1,017	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(5,009)	(477)	14,437	(14,694)	-	(24,408)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(39,869)	9,239	4,687	33,907	(47,391)	(18,842)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(24,620)	2,803	3,018	3,196	1,990	3,685	3,685	3,685	3,685	3,685	3,685	3,685	-	-	
<b>Ending Cash</b>	<b>1,158,000</b>	<b>1,164,131</b>	<b>1,189,082</b>	<b>1,226,284</b>	<b>1,161,410</b>	<b>964,176</b>	<b>1,257,856</b>	<b>1,258,484</b>	<b>1,195,560</b>	<b>1,194,345</b>	<b>1,139,842</b>	<b>1,108,978</b>			

**MSA-6**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast			
<b>Beginning Cash</b>	<b>754,059</b>	<b>681,720</b>	<b>687,541</b>	<b>689,221</b>	<b>792,397</b>	<b>781,960</b>	<b>685,861</b>	<b>735,624</b>	<b>761,950</b>	<b>750,179</b>	<b>794,609</b>	<b>814,492</b>			
<b>REVENUE</b>															
LCFF Entitlement	21,801	94,499	79,965	174,850	120,684	120,683	174,850	133,231	97,730	136,770	97,730	97,730	1,476,568	126,047	
Federal Revenue	2,011	4,022	2,681	21,150	2,681	22,915	9,924	28,168	9,240	9,240	26,207	9,240	175,300	27,823	
Other State Revenue	5,877	11,754	7,946	7,836	7,836	44,687	16,507	19,931	6,148	23,248	22,579	14,555	221,389	32,485	
Other Local Revenue	1,200	-	-	949	-	(1,289)	215	215	215	215	215	215	2,149	-	
Fundraising & Grants	400	1,955	-	2,732	1,862	(3,401)	2,705	1,057	6,114	-	1,325	-	14,749	-	
<b>TOTAL REVENUE</b>	<b>31,289</b>	<b>112,229</b>	<b>90,592</b>	<b>207,517</b>	<b>133,063</b>	<b>183,596</b>	<b>204,201</b>	<b>182,602</b>	<b>119,446</b>	<b>169,473</b>	<b>148,055</b>	<b>121,739</b>	<b>1,890,155</b>	<b>186,354</b>	
<b>EXPENSES</b>															
Certificated Salaries	18,849	59,433	59,808	60,258	60,483	69,719	62,270	62,270	62,270	62,270	62,270	62,270	702,174	-	
Classified Salaries	4,308	6,327	11,916	10,054	8,102	24,400	15,633	15,741	15,741	15,741	15,741	15,741	159,444	-	
Employee Benefits	13,735	27,299	14,590	30,250	21,055	61,692	28,116	27,953	27,953	27,017	27,017	13,880	320,558	-	
Books & Supplies	5,065	12,489	2,285	3,768	12,353	38,405	8,946	9,821	10,421	6,217	9,347	7,203	130,350	4,030	
Services & Other Operating Expenses	35,606	36,469	23,797	29,697	48,134	80,559	42,438	43,455	42,797	41,763	41,763	41,763	514,219	5,978	
Capital Outlay & Depreciation	1,648	1,648	2,798	1,648	1,648	6,122	2,394	2,394	2,394	2,394	2,394	2,394	28,726	(1,150)	
Other Outflows	-	-	-	-	2,457	(2,457)	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>79,212</b>	<b>143,665</b>	<b>115,194</b>	<b>135,676</b>	<b>154,232</b>	<b>278,441</b>	<b>159,798</b>	<b>161,635</b>	<b>161,576</b>	<b>155,403</b>	<b>158,532</b>	<b>143,251</b>	<b>1,855,471</b>	<b>8,858</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(47,923)</b>	<b>(31,435)</b>	<b>(24,602)</b>	<b>71,841</b>	<b>(21,168)</b>	<b>(94,845)</b>	<b>44,403</b>	<b>20,967</b>	<b>(42,131)</b>	<b>14,070</b>	<b>(10,477)</b>	<b>(21,512)</b>	<b>34,684</b>	<b>177,496</b>	
Revenues - Prior Year Accruals	94,166	24,128	384	39,078	-	10,346	-	-	-	-	-	-	-	-	
Other Assets	(406,042)	-	-	(6,547)	6,547	-	-	-	-	-	-	-	-	-	
Fixed Assets	1,648	(268)	1,648	1,648	1,648	6,396	2,668	2,668	2,668	2,668	2,668	2,668	-	-	
Due To (From)	321,266	-	26,390	(949)	949	-	-	-	25,000	25,000	25,000	25,000	-	-	
Expenses - Prior Year Accruals	(3,384)	(3,671)	(1,998)	(279)	-	(1,162)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(13,681)	14,939	(2,291)	(3,784)	(583)	(19,524)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(18,389)	2,128	2,149	2,168	2,170	2,692	2,692	2,692	2,692	2,692	2,692	2,692	-	-	
<b>Ending Cash</b>	<b>681,720</b>	<b>687,541</b>	<b>689,221</b>	<b>792,397</b>	<b>781,960</b>	<b>685,861</b>	<b>735,624</b>	<b>761,950</b>	<b>750,179</b>	<b>794,609</b>	<b>814,492</b>	<b>823,339</b>			

**MSA-7**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
<b>Beginning Cash</b>	<b>830,140</b>	<b>890,345</b>	<b>804,244</b>	<b>710,038</b>	<b>785,894</b>	<b>833,434</b>	<b>888,663</b>	<b>970,429</b>	<b>929,470</b>	<b>707,338</b>	<b>478,498</b>	<b>293,047</b>		
<b>REVENUE</b>														
LCFF Entitlement	36,051	157,504	133,471	288,573	201,794	201,793	288,573	149,423	(1,140)	(27,328)	(1,140)	(1,140)	2,628,620	1,202,186
Federal Revenue	3,325	6,650	4,434	33,650	4,434	2,676	13,503	25,839	9,000	9,000	25,967	9,000	253,208	105,731
Other State Revenue	9,718	19,437	13,515	12,958	12,958	48,855	21,548	12,932	57	17,157	21,671	8,464	593,506	394,236
Other Local Revenue	40	1,191	1,074	3,120	692	(5,257)	215	215	215	215	215	215	39,306	37,157
Fundraising & Grants	365	230	70	4,301	991	(2,443)	373	597	3,691	1,348	687	4,540	12,898	(1,851)
<b>TOTAL REVENUE</b>	<b>49,500</b>	<b>185,012</b>	<b>152,563</b>	<b>342,601</b>	<b>220,868</b>	<b>245,624</b>	<b>324,213</b>	<b>189,006</b>	<b>11,823</b>	<b>391</b>	<b>47,399</b>	<b>21,078</b>	<b>3,527,537</b>	<b>1,737,459</b>
<b>EXPENSES</b>														
Certificated Salaries	16,665	88,574	91,442	90,502	89,852	88,396	90,855	90,855	90,855	90,855	90,855	90,855	1,010,559	-
Classified Salaries	9,601	16,596	24,492	24,566	20,796	25,240	21,935	21,935	21,935	21,935	21,935	21,935	252,903	(0)
Employee Benefits	11,628	38,110	33,507	48,914	31,327	39,364	36,174	35,885	35,885	34,509	34,509	34,509	408,574	(5,748)
Books & Supplies	5,921	21,480	11,773	27,482	9,716	(4,246)	15,025	6,444	8,296	7,140	10,760	10,559	207,228	76,878
Services & Other Operating Expenses	132,828	164,371	66,254	147,236	45,043	17,212	82,867	79,257	81,394	79,202	79,202	(8,796)	1,467,577	501,506
Capital Outlay & Depreciation	9,693	1,691	(1,829)	1,691	1,691	5,910	2,394	2,394	2,394	2,394	2,394	2,394	44,909	11,700
Other Outflows	-	-	-	-	2,716	(2,716)	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>186,336</b>	<b>330,823</b>	<b>225,639</b>	<b>340,389</b>	<b>201,141</b>	<b>169,161</b>	<b>249,251</b>	<b>236,770</b>	<b>240,759</b>	<b>236,035</b>	<b>239,655</b>	<b>151,456</b>	<b>3,391,750</b>	<b>584,337</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(136,836)</b>	<b>(145,811)</b>	<b>(73,076)</b>	<b>2,212</b>	<b>19,726</b>	<b>76,463</b>	<b>74,962</b>	<b>(47,763)</b>	<b>(228,936)</b>	<b>(235,644)</b>	<b>(192,256)</b>	<b>(130,377)</b>	<b>135,788</b>	<b>1,153,122</b>
Revenues - Prior Year Accruals	136,403	35,719	2,364	97,623	-	(712)	-	-	-	-	-	-	-	-
Other Assets	286,532	-	-	(54,561)	54,561	4,000	-	-	-	-	-	-	-	-
Fixed Assets	1,691	(287)	1,691	1,691	1,691	7,888	2,394	2,394	2,394	2,394	2,394	2,394	-	-
Due To (From)	(151,049)	1,815	(25,225)	(1,387)	1,898	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(21,915)	709	(892)	-	-	(1,305)	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(17,711)	17,225	(3,617)	25,617	(34,917)	(35,514)	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(36,910)	4,528	4,549	4,661	4,582	4,410	4,410	4,410	4,410	4,410	4,410	4,410	-	-
<b>Ending Cash</b>	<b>890,345</b>	<b>804,244</b>	<b>710,038</b>	<b>785,894</b>	<b>833,434</b>	<b>888,663</b>	<b>970,429</b>	<b>929,470</b>	<b>707,338</b>	<b>478,498</b>	<b>293,047</b>	<b>169,473</b>		



**MSA-8**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
<b>Beginning Cash</b>	<b>925,839</b>	<b>980,773</b>	<b>954,386</b>	<b>859,975</b>	<b>1,052,280</b>	<b>1,194,195</b>	<b>773,245</b>	<b>935,273</b>	<b>1,073,923</b>	<b>1,099,905</b>	<b>1,311,060</b>	<b>1,440,891</b>			
<b>REVENUE</b>															
LCFF Entitlement	61,846	273,738	232,507	506,640	352,544	352,543	506,639	409,927	335,779	475,631	335,779	335,779	4,594,558	415,204	
Federal Revenue	5,705	11,409	7,606	67,717	7,606	7,998	7,506	74,267	6,570	6,570	67,697	6,570	338,348	61,127	
Other State Revenue	16,672	33,344	22,610	30,257	22,230	126,004	45,758	61,327	19,306	60,256	65,901	43,155	618,728	71,908	
Other Local Revenue	-	-	-	2,236	-	32,931	224	224	224	224	224	224	36,509	-	
Fundraising & Grants	4,726	-	-	4,030	708	536	1,667	1,667	1,667	1,667	1,667	1,667	22,236	2,236	
<b>TOTAL REVENUE</b>	<b>88,948</b>	<b>318,492</b>	<b>262,723</b>	<b>610,881</b>	<b>383,088</b>	<b>520,013</b>	<b>561,793</b>	<b>547,411</b>	<b>363,546</b>	<b>544,347</b>	<b>471,268</b>	<b>387,395</b>	<b>5,610,380</b>	<b>550,475</b>	
<b>EXPENSES</b>															
Certificated Salaries	23,885	125,080	156,833	140,580	128,475	226,214	166,194	166,194	166,194	166,194	166,194	166,194	1,798,231	(0)	
Classified Salaries	14,479	30,594	19,489	26,356	37,032	15,640	26,585	26,585	26,585	26,585	26,585	26,585	303,100	-	
Employee Benefits	34,375	61,919	43,042	53,521	40,747	104,555	57,924	57,477	57,477	55,195	55,195	31,864	653,292	0	
Books & Supplies	2,538	41,388	3,250	23,209	10,289	114,522	26,241	31,223	27,437	28,564	36,809	61,577	416,576	9,528	
Services & Other Operating Expenses	122,539	114,417	139,414	136,706	111,597	472,074	175,837	180,298	177,885	174,669	174,669	174,669	2,207,990	53,216	
Capital Outlay & Depreciation	5,650	5,650	10,527	5,650	5,650	19,780	8,005	8,005	8,005	8,005	8,005	8,005	96,064	(4,876)	
Other Outflows	-	-	-	-	9,511	(9,511)	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>203,466</b>	<b>379,048</b>	<b>372,555</b>	<b>386,023</b>	<b>343,301</b>	<b>943,273</b>	<b>460,786</b>	<b>469,782</b>	<b>463,584</b>	<b>459,213</b>	<b>467,458</b>	<b>468,895</b>	<b>5,475,253</b>	<b>57,868</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(114,517)</b>	<b>(60,556)</b>	<b>(109,833)</b>	<b>224,857</b>	<b>39,787</b>	<b>(423,260)</b>	<b>101,007</b>	<b>77,629</b>	<b>(100,038)</b>	<b>85,134</b>	<b>3,810</b>	<b>(81,500)</b>	<b>135,127</b>	<b>492,607</b>	
Revenues - Prior Year Accruals	289,487	60,414	-	31,974	-	2,996	-	-	-	-	-	-	-	-	
Other Assets	(2,039,673)	(72,759)	-	(87,297)	87,297	-	-	-	-	-	-	-	-	-	
Fixed Assets	5,650	3,499	5,650	5,650	5,650	15,801	4,027	4,027	4,027	4,027	4,027	4,027	-	-	
Due To (From)	2,007,771	72,759	12,883	(2,236)	2,236	20,318	50,000	50,000	115,000	115,000	115,000	51,000	-	-	
Expenses - Prior Year Accruals	(9,293)	(19,451)	(2,426)	(54)	-	30,688	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(58,972)	(11,970)	(4,368)	16,057	3,585	(74,487)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(25,519)	1,677	3,683	3,355	3,359	6,994	6,994	6,994	6,994	6,994	6,994	6,994	-	-	
<b>Ending Cash</b>	<b>980,773</b>	<b>954,386</b>	<b>859,975</b>	<b>1,052,280</b>	<b>1,194,195</b>	<b>773,245</b>	<b>935,273</b>	<b>1,073,923</b>	<b>1,099,905</b>	<b>1,311,060</b>	<b>1,440,891</b>	<b>1,421,411</b>			

**MSA-SA**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
<b>Beginning Cash</b>	<b>1,576,509</b>	<b>1,396,508</b>	<b>909,436</b>	<b>441,989</b>	<b>510,637</b>	<b>602,481</b>	<b>295,780</b>	<b>318,309</b>	<b>441,374</b>	<b>379,955</b>	<b>372,982</b>	<b>396,516</b>			
<b>REVENUE</b>															
LCFF Entitlement	206,800	433,995	402,777	372,240	603,908	552,042	488,074	647,406	855,827	671,172	671,172	706,548	6,751,562	139,600	
Federal Revenue	-	-	63,161	5,159	-	67,068	91,529	36,459	28,368	130,779	36,459	28,368	623,680	136,331	
Other State Revenue	14,908	14,909	27,100	27,259	39,528	61,271	65,103	63,728	35,112	35,112	93,719	65,103	627,530	84,677	
Other Local Revenue	2,118	628	2,241	8,225	2,551	34,826	2,870	2,870	2,870	2,870	2,870	2,870	67,812	-	
Fundraising & Grants	129	-	3,030	6,107	12,069	2,642	3,523	4,827	967	1,056	923	1,986	48,358	11,100	
<b>TOTAL REVENUE</b>	<b>223,956</b>	<b>449,532</b>	<b>498,309</b>	<b>418,990</b>	<b>658,057</b>	<b>717,849</b>	<b>651,100</b>	<b>755,291</b>	<b>923,144</b>	<b>840,989</b>	<b>805,144</b>	<b>804,875</b>	<b>8,118,941</b>	<b>371,708</b>	
<b>EXPENSES</b>															
Certificated Salaries	40,707	246,046	273,857	270,899	248,655	266,591	243,324	242,711	242,711	242,711	242,711	242,711	2,803,635	-	
Classified Salaries	33,466	61,985	63,482	78,128	71,484	(18,515)	48,986	48,728	48,728	48,728	48,728	48,728	582,655	-	
Employee Benefits	51,391	92,220	116,369	127,975	84,891	124,171	95,280	94,347	94,347	90,660	90,660	48,525	1,110,837	-	
Books & Supplies	9,151	59,556	40,561	149,834	1,290	132,266	48,458	53,402	48,833	44,487	45,651	46,191	692,539	12,858	
Services & Other Operating Expenses	122,068	161,354	143,016	234,438	34,210	348,749	182,199	182,713	182,713	250,229	182,713	182,713	2,225,202	18,087	
Capital Outlay & Depreciation	33,103	33,103	33,103	33,103	33,103	87,161	42,113	42,113	42,113	42,113	42,113	42,113	505,350	-	
Other Outflows	-	-	87,070	-	4,650	(4,611)	10	10	85,980	-	-	-	173,107	-	
<b>TOTAL EXPENSES</b>	<b>289,886</b>	<b>654,264</b>	<b>757,457</b>	<b>894,376</b>	<b>478,283</b>	<b>935,812</b>	<b>660,370</b>	<b>664,024</b>	<b>745,425</b>	<b>718,927</b>	<b>652,575</b>	<b>610,981</b>	<b>8,093,325</b>	<b>30,945</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(65,931)</b>	<b>(204,732)</b>	<b>(259,148)</b>	<b>(475,386)</b>	<b>179,774</b>	<b>(217,963)</b>	<b>(9,270)</b>	<b>91,267</b>	<b>177,719</b>	<b>122,062</b>	<b>152,568</b>	<b>193,894</b>	<b>25,616</b>	<b>340,763</b>	
Revenues - Prior Year Accruals	6,943	36,574	24,501	-	-	79,787	-	-	-	-	-	-	-	-	
Other Assets	2,215,457	-	-	-	(75,554)	95,244	-	-	-	-	-	-	-	-	
Fixed Assets	33,103	33,103	33,103	33,103	33,103	69,447	24,398	24,398	24,398	24,398	24,398	24,398	-	-	
Due To (From)	(2,189,783)	(366,413)	(108,429)	347,581	77,942	(146,043)	-	-	(165,000)	(165,000)	(165,000)	(165,000)	-	-	
Expenses - Prior Year Accruals	(46,025)	(9,031)	(58,791)	(28,676)	-	(3,250)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(95,792)	16,152	7,162	188,551	(126,605)	(178,809)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(37,974)	7,276	7,334	7,643	7,351	11,567	11,567	11,567	11,567	11,567	11,567	11,567	-	-	
Loans Payable (Current)	-	-	(4,166)	(4,166)	(4,166)	(12,514)	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	(109,013)	-	-	(4,167)	(4,167)	(4,167)	(110,103)	-	-	-	-	-	
<b>Ending Cash</b>	<b>1,396,508</b>	<b>909,436</b>	<b>441,989</b>	<b>510,637</b>	<b>602,481</b>	<b>295,780</b>	<b>318,309</b>	<b>441,374</b>	<b>379,955</b>	<b>372,982</b>	<b>396,516</b>	<b>461,376</b>			

**MSA-SD**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
<b>Beginning Cash</b>	<b>726,668</b>	<b>830,192</b>	<b>669,431</b>	<b>1,500,270</b>	<b>1,463,362</b>	<b>831,915</b>	<b>750,675</b>	<b>718,716</b>	<b>701,395</b>	<b>777,202</b>	<b>741,530</b>	<b>709,509</b>			
<b>REVENUE</b>															
LCFF Entitlement	40,264	172,476	357,792	249,255	223,803	293,116	248,758	243,672	362,935	206,246	206,246	225,787	2,969,208	138,857	
Federal Revenue	-	2,745	1,806	7,893	-	10,002	5,512	13,534	3,695	32,262	11,718	3,695	131,511	38,647	
Other State Revenue	9,957	9,957	17,993	25,428	24,409	66,900	38,926	37,967	18,894	38,739	57,998	38,926	432,072	45,979	
Other Local Revenue	444	33	-	16,181	162	31,415	5,347	5,347	5,347	5,347	5,347	5,347	80,317	-	
Fundraising & Grants	-	-	-	11,968	-	8,614	-	1,109	5,219	133	4,109	-	33,051	1,898	
<b>TOTAL REVENUE</b>	<b>50,665</b>	<b>185,211</b>	<b>377,591</b>	<b>310,726</b>	<b>248,374</b>	<b>410,048</b>	<b>298,543</b>	<b>301,630</b>	<b>396,089</b>	<b>282,727</b>	<b>285,419</b>	<b>273,755</b>	<b>3,646,159</b>	<b>225,381</b>	
<b>EXPENSES</b>															
Certificated Salaries	31,240	117,464	139,647	124,573	121,847	132,495	128,818	128,818	128,818	128,818	128,818	128,818	1,440,174	-	
Classified Salaries	19,234	18,068	3,022	15,345	15,519	14,316	19,196	19,196	19,196	19,196	19,196	19,196	200,678	(0)	
Employee Benefits	32,735	44,916	32,172	51,818	42,588	89,996	48,976	48,620	48,620	46,837	46,837	24,291	558,407	-	
Books & Supplies	1,601	3,430	6,147	3,020	5,901	33,921	16,123	4,930	4,480	6,457	5,499	33,691	125,902	701	
Services & Other Operating Expenses	84,728	69,790	72,974	187,778	68,071	192,241	122,705	122,705	124,486	122,408	122,408	122,408	1,435,255	22,554	
Capital Outlay & Depreciation	3,718	5,637	11,261	3,718	3,718	(3,444)	2,525	2,525	2,525	2,525	2,525	2,525	30,295	(9,461)	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>173,256</b>	<b>259,304</b>	<b>265,224</b>	<b>386,252</b>	<b>257,644</b>	<b>459,526</b>	<b>338,343</b>	<b>326,793</b>	<b>328,125</b>	<b>326,240</b>	<b>325,283</b>	<b>330,928</b>	<b>3,790,711</b>	<b>13,793</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(122,592)</b>	<b>(74,093)</b>	<b>112,367</b>	<b>(75,526)</b>	<b>(9,270)</b>	<b>(49,478)</b>	<b>(39,800)</b>	<b>(25,163)</b>	<b>67,965</b>	<b>(43,513)</b>	<b>(39,863)</b>	<b>(57,173)</b>	<b>(144,552)</b>	<b>211,587</b>	
Revenues - Prior Year Accruals	220,019	-	3,397	15,678	-	11,568	-	-	-	-	-	-	-	-	
Other Assets	53,896	-	-	(30,233)	30,233	-	-	-	-	-	-	45,000	-	-	
Fixed Assets	3,718	3,718	3,718	3,718	3,718	(3,444)	2,525	2,525	2,525	2,525	2,525	2,525	-	-	
Due To (From)	(22,737)	(15,825)	694,999	14,894	(629,185)	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(5,467)	(8,960)	(3,792)	(3,195)	(497)	(31,930)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(23,314)	(67,294)	16,766	34,367	(29,839)	(13,275)	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	1,692	3,385	3,389	3,393	5,317	5,317	5,317	5,317	5,317	5,317	5,317	-	-	
<b>Ending Cash</b>	<b>830,192</b>	<b>669,431</b>	<b>1,500,270</b>	<b>1,463,362</b>	<b>831,915</b>	<b>750,675</b>	<b>718,716</b>	<b>701,395</b>	<b>777,202</b>	<b>741,530</b>	<b>709,509</b>	<b>705,178</b>			

**MERF**  
**Monthly Cash Forecast**  
**As of Nov FY2018**

	2017-18												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
<b>Beginning Cash</b>	<b>52,671</b>	<b>126,542</b>	<b>175,175</b>	<b>187,003</b>	<b>236,799</b>	<b>685,427</b>	<b>142,905</b>	<b>190,744</b>	<b>242,577</b>	<b>273,980</b>	<b>406,711</b>	<b>547,278</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	605,237	538,887	527,438	510,277	420,087	563,994	532,738	532,738	451,383	532,738	532,738	695,446	6,443,700	-
Fundraising & Grants	-	103,174	-	-	-	-	-	-	-	-	-	-	134,875	31,701
<b>TOTAL REVENUE</b>	<b>605,237</b>	<b>642,060</b>	<b>527,438</b>	<b>510,277</b>	<b>420,087</b>	<b>563,994</b>	<b>532,738</b>	<b>532,738</b>	<b>451,383</b>	<b>532,738</b>	<b>532,738</b>	<b>695,446</b>	<b>6,578,575</b>	<b>31,701</b>
<b>EXPENSES</b>														
Certificated Salaries	42,729	43,333	56,642	44,158	44,158	20,626	40,413	40,413	40,413	40,413	40,413	43,413	497,127	-
Classified Salaries	142,271	147,977	126,131	138,461	136,648	204,188	159,177	159,177	159,177	159,177	159,177	184,177	1,875,740	(0)
Employee Benefits	50,638	28,316	60,734	96,081	46,158	76,246	60,505	56,363	56,363	53,267	53,267	36,610	674,548	-
Books & Supplies	663	6,405	259	3,531	(1,076)	35,650	2,654	2,801	16,878	-	(7,835)	2,368	66,261	3,962
Services & Other Operating Expenses	155,806	278,452	189,176	255,256	80,681	275,526	290,459	290,459	290,459	290,459	290,459	290,459	3,000,367	22,718
Capital Outlay & Depreciation	120	120	120	120	120	(133)	78	78	78	78	78	78	933	-
Other Outflows	-	4,460	(4,460)	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>392,227</b>	<b>509,064</b>	<b>428,602</b>	<b>537,607</b>	<b>306,689</b>	<b>612,103</b>	<b>553,287</b>	<b>549,292</b>	<b>563,368</b>	<b>543,394</b>	<b>535,558</b>	<b>557,105</b>	<b>6,114,976</b>	<b>26,680</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>213,011</b>	<b>132,996</b>	<b>98,836</b>	<b>(27,330)</b>	<b>113,397</b>	<b>(48,109)</b>	<b>(20,549)</b>	<b>(16,554)</b>	<b>(111,985)</b>	<b>(10,656)</b>	<b>(2,821)</b>	<b>138,342</b>	<b>463,598</b>	<b>5,021</b>
Revenues - Prior Year Accruals	-	-	-	-	-	234,113	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	463	-	-	-	-	-	-	-	-
Other Assets	81,216	-	-	366,327	(366,327)	605,327	-	-	-	-	-	(532,737)	-	-
Fixed Assets	120	120	120	120	120	(133)	78	78	78	78	78	78	-	-
Due To (From)	64,599	(147,314)	28,992	(333,586)	772,345	(900,887)	68,310	68,310	143,310	143,310	143,310	207,310	-	-
Expenses - Prior Year Accruals	(1,755)	(35,081)	(12,485)	-	-	(422,944)	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(210,819)	97,912	(103,635)	44,265	(70,907)	(10,351)	-	-	-	-	-	-	-	-
Other Liabilities	(72,500)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>126,542</b>	<b>175,175</b>	<b>187,003</b>	<b>236,799</b>	<b>685,427</b>	<b>142,905</b>	<b>190,744</b>	<b>242,577</b>	<b>273,980</b>	<b>406,711</b>	<b>547,278</b>	<b>360,270</b>		

# Cover Sheet

## Ongoing Facility Project Updates

**Section:** IV. Discussion Items  
**Item:** B. Ongoing Facility Project Updates  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV.B-FACILITY UPDATES\_001.pdf



Board Agenda Item #	IV. B-Discussion Items
Date:	January 16, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Ongoing Facility Project Updates

### **Proposed Board Recommendation**

None; Informational Only

### **Background**

This facility project update covers three projects in process and other facility updates:

1. MSA-1 – more detailed written report prepared by Primesource attached as an exhibit. Primesource will provide verbal update at Board Meeting. Highlights are as follows:
  - a. Demolition of gymnasium complete.
  - b. Permits for HS building still in process. Receipt expected by end of January.
  - c. CDO – Formal review meeting scheduled for January 29<sup>th</sup>. Approval expected by end of February with Council and staff support
  - d. RFP for GC for HS will be published before end of January.
  - e. RFP for solar consulting work published.
  - f. RFP for site master planning services published.
  - g. No budget changes since last update. CDO delay risk appears to be mitigated.
2. MSA-Santa Ana – more detailed written report prepared by Gafcon attached as an exhibit. Gafcon will provide verbal update at Board Meeting. Highlights are as follows:
  - a. Project is approximately 10% complete.
  - b. Contractor mobilization and project set-up has been completed.
  - c. Installation of underground electrical and plumbing lines has been completed.
  - d. Submission of required Lending Institution documents has been completed.
  - e. Value engineering items have been identified and will be priced out by GC.
3. MSA-San Diego. No separate report was generated. Updates are as follows:

- a. Modular Multipurpose Room was delivered by Silver Creek. Various work is underway.
  - b. William Scotsman punchlist is still open. Team is addressing and getting confirmation of completion date.
  - c. SDG&E establishment of permanent power is still an issue. Over the break, SDG&E did a 180 and decided that Rule 15/16 was not applicable and the easement had to be completed before work could be scheduled or may commence. School will continue to run on temp power. Team is actively pursuing a resolution with SDG&E.
4. Other Facility Updates
- a. MSA-3
  - b. Energy Grants

Exhibits (attachments):

1. MSA-1 Project Update Report (prepared by Primesource)
2. MSA Santa Ana Project Update (prepared by Gafcon)



# Magnolia Science Academy - 1

## New High School Classroom Project

### Monthly Status Report – December 2017

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#### Project Overview

This project will move the current high school into a new classroom building and then expand the current middle school inside the existing building. The Board gave Master Planning direction at the November Board meeting that has expanded and adjusted the project scope.

The most important and immediate phase will be the construction of the new high school classroom building. That work includes: demolition of the existing gymnasium building; construction of a new 2-story high 20-classroom building with rooftop athletics; construction of a parking lot drainage system; and re-stripping of the site parking lot.

The second phase will be the renovation of the existing middle school. Renovation includes: modernization of the Sherman Way façade to complement the new high school classroom building, addition of four new classrooms inside the existing building; upgrades to the structural system and other Code mandated improvements; installation of Prop 39 energy reduction lighting and HVAC improvements; and general facelift and improvements.

The third phase includes site improvements. The increased campus population of both high school and middle school requires increased site capacity including construction of a more permanent shade shelter to serve dining and large group outdoor activities, plus conversion of portion of the existing parking lot to landscape/athletic/outdoor learning space.

The fourth phase of the project entails working with the City of Los Angeles as it develops adjacent parcels into a community recreation and skating facility. This project provides an opportunity for collaboration and shared capital and operating resources between Magnolia and the City Parks and Recreation Department. Ideally, this project will yield additional facilities that can support MSA-1.

#### Activities This Month

The Board provided Master Planning direction at the November meeting which staff has pursued in December. This direction established the priorities for the site based on current funding: (1) complete the new classroom building; (2) expand the existing building and establish Code compliance; (3) build a solar shade shelter for outdoor dining; and (4) build site improvements to serve the expanded campus population.

The new building design was submitted to LADBS for permitting last summer. Additional rounds of correction comments were received this month, even in areas previously identified as complete and “Ready to Issue”. The attached “LADBS Permit Status”





# Magnolia Science Academy - 1

## New High School Classroom Project

### Monthly Status Report – December 2017



report indicates areas in which signoffs were achieved, and areas in which outstanding issues remain and their anticipated timeline for resolution.

The most significant outstanding item is the so called CDO (Community Development Overlay) planning approval. No building permits will be issued until the CDO permit is received. This requirement was raised late in the approval by City Planning. The issue has been assigned to Rabuild Commercial Services, the MSA zoning consultant, for processing and resolution. Preliminary meetings and discussion have been held with City Planning and the City Council Office including requests for expedited processing. The extensive application documentation was completed for submission in December. The next step is for a formal initial review meeting with City Planning scheduled for January 29<sup>th</sup>, the earliest date given by City Planning; City Council assistance in moving up the meeting has been requested. Normal processing time requires 10-12 months primarily due to the backlog of other projects already submitted to City Planning. Staff is hoping that the CDO signoff can be obtained by the end of February.

Work has begun on changing current zoning to allow the full and unrestricted use of the site as a school. Currently, more than half of the site is restricted to parking use only. MSA needs to use this area for recreation outdoor instruction and other school related activities that are currently prohibited. A formal zoning change will be required which is a process that normally requires 10-12 months. The issue has been assigned to Rabuild Commercial Services. Initial meetings have been held with the City Council office and City Planning Department and both are supportive of the change. These meetings have indicated the need for additional master planning. A procurement for these services will take place next month.

Demolition of existing gymnasium was completed in December.

Investigation of the existing building has focused on recovery of plans associated with the 2002 renovation by MSA. Those plans indicates that no structural upgrade was undertaken as part of that renovation. Unfortunately, no structural plans were prepared as part of the renovation and no original structural plans are available. However, the limited structural information available indicates that the structural system used will accommodate the planned classroom expansion and will be relatively easy to upgrade seismically. The next step will be to do structural mapping of the current structural system.

#### **Current Issues**

Major issues and activities at this time include:

The project scope and direction has changed several times over the course of design. Prolonged negotiations related to the LA Kings skating rink and the potential variations



## Magnolia Science Academy - 1 New High School Classroom Project Monthly Status Report – December 2017



of site sharing or property exchange negatively impacted the overall master planning for the campus. Based on Board direct, staff is now proceeding with a comprehensive site development approach.

Building permit approvals – the City is slowly signing off on the design. However, new requirements keep popping up. It will be a challenge to get the design finalized and approved by mid-January.

CDO approval – this application needs an expedited approval. Fortunately, City staff have acknowledged their department’s responsibility for the delay in beginning the CDO process and have promised to expedite. However, City Planning is severely backlogged. Staff is hopeful that approval can be obtained by February.

New High School Bidding – Staff intends to bid the project prior to completion of the CDO process. Release to bidders was delayed until the bulk of design permit approvals are complete and received and the design is unlikely to change. The planned schedule is now to receive bids in February and to be prepared for contract award by the Board at the end of at the regular March Board meeting. There is a risk to the approach that the CDO permit will not be ready and will delay the project. If the delay is too long, or of the CDO process triggers additional design changes, it could force a re-bid of the project.

Zoning change – Long term site development cannot proceed until a zoning change is in place. This would normally take 10-12 months. It may be expedited as it enjoys support of Planning, and the City Council office and is compatible with City aspirations for the town Center revival. Staff will procure additional master planning assistance in January.

MS building renovation – demolition of the gymnasium revealed serious structural seismic deficiencies in the underlying structure. Staff has learned that the 2002 renovation of the existing classroom building did not do any structural upgrades. This has raised concerns that the existing building structure is not seismically adequate. Staff needs to do an in depth investigation of the structure to identify the current structural system and any deficiencies. This must occur before detailed renovation plans can be made. Staff will procure an engineering firm in January to do this assessment.

Solar Shade Shelter – staff will procure a solar consultant to develop the optimal strategy for procuring the solar shade shelter and then conduct its procurement.

Prop 39 projects – design of replacement lighting in the existing building has begun. Once complete, project will be bid out. Replacement can occur during the school year with work taking place on weekends or after hours. Any funds remaining will go toward



# Magnolia Science Academy - 1

## New High School Classroom Project

### Monthly Status Report – December 2017



HVAC/controls upgrades. These project should reduce monthly energy bill for existing building.

City Ice Rink – staff will initiate discussion in January with CIM Development and City departments regarding the project concept and alternatives that are beneficial to MSA-1. The goal is to influence the design toward joint use and more efficient land use for both parties, such as eliminating or reducing MSA-1 parking and allowing land use for recreational purposes or reducing need for MSA-1 owned gymnasium.

#### **Schedule**

The project Master Schedule is attached. Major near term activities include:

- Demolition work is complete, seeking City sign off and contract closeout in January.
- Building permit issues other than Planning will be resolved by end of January.
- Goal is to submit CDO application and have initial meetings with Planning in January and obtain CDO approval by end of February.
- Procurement for solar consultant in January, with procurement for solar shade shelter to follow.
- Design of Prop 39 funded lighting replacement at existing building underway.
- Procurement for master planning consultant in January to support zoning change process and influence City Ice Rink project.
- The new high school will go out to bid as soon as building permit issues are resolved, and before CDO is complete. This strategy expedites construction to earliest date but has some risk of change to the bid contract. Normal construction would require 10 months. At best, main building construction will not begin until February 2018.
- Completion of the new classroom building is scheduled for the end of 2018 with a move-in over Christmas break, but schedule is tight.
- Staff is exploring operational alternatives to accommodate increased campus population over the fall of 2018 semester until new high school building is complete.

#### **Cost and Budget**

A project concept budget was reviewed by the Board at the November Board meeting and direction given. There is no material change in that estimate this month. Major points:

- The new classroom building is fully funded. No significant costs changes expected until project bids are received in February.
- The MS building expansion and renovation is limited to a \$700,000 budget at this time. This will limit work to classroom expansion.



# Magnolia Science Academy - 1

## New High School Classroom Project

### Monthly Status Report – December 2017

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- The new solar shade shelter will be procured either through a power purchase agreement or a lease purchase agreement. Under either approach, initial construction will be funded by the provider instead of MSA.
- There is no funding at this time for long term site development features. Staff will explore additional funding options and self-building options to develop the area.

#### **Attachments**

Current Master Schedule

Current Project Conceptual Cost Estimate



from City	HS Building - Bid	ward	Activity planned	Activity done	Activity remaining
	Site - Adjust Zoning variance				
	Abatement and Demolition				
	Materials Fabricate & Procure				
	Structural Fabrication				
	Foundations SOG UG Utilities				
	CMU, Framing and Structural				
	Second Floor Deck and Pour				
	Roof Deck and Pour				
	MEP Rough - Floors				
	Exterior envelope - stucco				
	Roofing				
	Roof HVAC equipment				
	Roof Fencing				
	Exterior Doors Windows				
	MEP Roughin Walls Ceiling				
	Drywall				
	Painting and finishes - exterior				
	Painting and Finishes - Interior				
	MEP Finish				

MSA-1 Reseda Campus - Master Schedule - January 2018 Update - Page 3









## MSA-1 - Project Conceptual Cost Estimate - 01-08-2018



Project Element	Quantity	Unit Price	Cost	Notes
<b>HS New Building Construction Cost</b>				
Demoliton, abatement and site clearing old gym	25,000 SF	\$7.00 /SF	\$175,000	1
HS - Base contract 1st floor	13,140 SF	\$225.00 /SF	\$2,956,500	2
HS - Base contract 2nd floor	11,242 SF	\$225.00 /SF	\$2,529,450	2
HS - Base contract 3rd floor - enclosed area/roof	473 SF	\$225.00 /SF	\$106,425	2
HS - Base contract - 3rd floor - basketball court	6,123 SF	\$80.00 /SF	\$489,840	2
HS - A and B permit work	1 ea	allow	\$100,000	3
HS - minimal site work parking lot	27,108 SF	\$3.00 /SF	\$81,324	4
<b>Subtotal - HS New Building Construction Cost</b>			<b>\$6,438,539</b>	
Construction contingency		10 %	\$643,854	5
Owner soft costs	21 %		\$1,352,093	6
<b>Total HS New Building Project Cost</b>			<b>\$8,434,486</b>	

<b>HS New Building Funding Sources</b>				
CSFIG 2016-17			\$152,891	7
CSFIG 2017-18			\$500,000	8
CSFIG 2018-19			\$500,000	8
2014 MPS Bond			\$0	9
2017 MPS Bond			\$7,267,000	10
<b>Total HS New Building Funding Sources</b>			<b>\$8,419,891</b>	
<b>Funding Shortfall</b>			<b>\$14,595</b>	<b>11</b>

<b>MS Existing Building Renovation</b>				
MS Renovation - façade and exterior Sherman Way	3,500 SF	\$10.00 /SF	\$35,000	12
MS Renovation - deep clean	26,000 SF	\$2.00 /SF	\$52,000	13
MS Renovation - new classrooms, added space	3,000 SF	\$150.00 /SF	\$450,000	14
MS Renovation - facelift	26,000 SF	\$8.00 /SF	\$208,000	15
<b>Subtotal - MS renovation construction costs</b>			<b>\$745,000</b>	
Construction contingency		15 %	\$111,750	16
FF&E - replace all furniture			\$200,000	17
Owner soft cost	21 %		\$156,450	18
<b>Total MS Existing Building Renovation Project Cost</b>			<b>\$1,213,200</b>	

<b>MS Existing Building Renovation Funding Sources</b>				
Prop 39 - Energy Upgrades			\$32,000	19
CSFIG 2016-17			\$0	7
CSFIG 2017-18			\$0	8
CSFIG 2018-19			\$0	8
2014 MPS Bond			\$712,000	9
2017 MPS Bond			\$0	10
<b>Total MS Existing Building renovation Funding Sources</b>			<b>\$744,000</b>	
<b>Funding Shortfall</b>			<b>\$469,200</b>	



## MSA-1 - Project Conceptual Cost Estimate - 01-08-2018



Project Element	Quantity	Unit Price	Cost	Notes
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Site Development (Near Term) Construction				
Site - demolition and clearing	30,662	SF	\$2.00 /SF	\$61,324 20
Site - infiltration system	4,000	SF	\$15.00 /SF	\$60,000 21
Site - perimeter wall residential side)	1,744	SF	\$15.00 /SF	\$26,160 22
Site - perimeter fence	5,984	SF	\$8.00 /SF	\$47,872 23
Site - lighting (double pedestal - low height _	15	EA	\$1,500.00 /EA	\$22,500 24
Site - trees and irrigation on parking	20	EA	\$800.00 /EA	\$16,000 24
Site - landscape and irrigation'	21,062	SF	\$5.00 /SF	\$105,310 25
Site - shade shelter, concrete slab, lighting	9,600	SF	\$30.00 /SF	\$288,000 26
Site - modular toilets and changing	500	SF	\$250.00 /SF	\$125,000 27
Subtotal - Site Development (Near Term) Construction Cost				\$752,166
Construction contingency				15 % \$112,825 28
Owner soft costs				21 % \$157,955
<b>Total Site Development (Near Term) Project Cost</b>				<b>\$1,022,946</b>

Site Development (Near Term) Funding Sources				
PPA - Solar Shade Shelter				\$288,000 29
CSFIG 2016-17				\$0 7
CSFIG 2017-18				\$0 8
CSFIG 2018-19				\$0 8
2014 MPS Bond				\$0 9
2017 MPS Bond				\$0 10
<b>Total Site Development (Near Term) Funding Sources</b>				<b>\$288,000</b>
<b>Funding Shortfall</b>				<b>\$734,946</b>

Combined Funding Demand - All Sources				
Prop 39				\$32,000
PPA - Solar Shade Shelter				\$288,000
CSFIG 2016-17				\$152,891
CSFIG 2017-18				\$500,000
CSFIG 2018-19				\$500,000
2014 MPS Bond				\$712,000
2017 MPS Bond				\$7,267,000
<b>Total Site Development (Near Term) Funding Sources</b>				<b>\$9,451,891</b>



## MSA-1 - Project Conceptual Cost Estimate - 01-08-2018



Explanation of soft costs	
<b>Owner Soft Costs (Non-General Contractor and Non-Construction Costs)</b>	
Design, site investigation	7.0 % of construction costs
Permitting and land use approval, connection fees	2.0 % of construction costs
PM, CM, Inspection and Testing, General Conditions	5.3% of construction costs
Low Voltage - wiring, computers, communications, FA	2.5% of construction costs
FF&E, Moving	4.5% of construction costs
<b>Subtotal - Owner Soft Costs</b>	<b>21% of construction costs</b>

Notes:	
1	Firm cost - contract already let, no option to reduce
2	Design complete, no option to reduce scope - unit cost depends on bid market
3	Scope depends on City review - not yet complete
4	Leave existing asphalt alone - slurry seal, striping only
5	Design complete - not yet bid 10% contingency minimum
6	Pre-construction soft costs already spent - assumes all new F&E for new building
7	Amount already received and spent here - no remaining balance
8	Amount anticipated - amount certain - will all go to new HS building only
9	Remainder of 2014 Bond restricted to existing building and site improvements
10	Amount approved by Board at time of Bond issuance - will all go to new HS building only
11	Funding shortfall within contingency range - wait for bids to firm up costs
12	Sherman Way side - remove entrance arch feature, paint and stucco exterior to match new HS building
13	Done after students move to HS over Christmas break - requires FF&E removal, scrub down of entire building
14	Need to accommodate added students SY2018-19 who arrive prior to completion of New HS building. Scope assumes extension of second floor and addition of classrooms inside building on Sherman Way side, then rearranging offices and support space to first floor, opening up central area for group activity
15	Broad range of potential facelift scope - minimum is painting, lighting upgrade, plumbing repairs, door repairs - maximum would also add interior windows, upgrade HVAC, rearrange admin and support spaces in open area, and new low voltage systems - abatement and seismic questions unknown - existing code violations unknown
16	No design yet - 15% contingency minimum
17	FF&E - ideally replace majority of classroom furniture - switch to stackable movable tables/chairs - could defer replacement, or do incrementally over time, just do new classrooms now
18	Standard soft cost rate will not have enough FF&E allowance for complete replacement
19	Prop 39 funding available - probably best spent on lighting upgrades, conversion to LED - better lighting plus reduce building electrical demand - goal is to add classrooms without upgrading switchgear
20	Remove all asphalt except where needed for revised site parking - re-use existing asphalt in parking area
21	Must add infiltration to address site drainage - remove Lake Magnolia



## MSA-1 - Project Conceptual Cost Estimate - 01-08-2018



Notes:	
22	Plan for 8 foot high block wall along residential side - act as sound barrier plus security screening
23	Plan for wrought iron fencing on 3 sides surrounding campus - define campus and secure parking/outdoor activity space after hours - needs gates - could not fence parking area
24	Use existing asphalt - repair and slurry seal only - need night lights, add trees/irrigation for shade
25	Broad range of options - could do minimum planting and irrigation initially, and self-landscape over time - surface options range from dirt, to sod, to lots of plantings - could also add outdoor learning/activity equipment like benches, planting boxes and site features
26	Need shade shelter large enough and high enough for 500 student dining and to serve other outdoor group activities - Concept to do very large solar shelter - Instead of MSA design/construction, get shelter provided by Purchased Power Provider (PPP) under long term power purchase agreement where MSA buys solar power monthly and pays for shelter. Would require RFP/competitive biddign to select PPP + specialty consultant to write RFP and administer bid/contract.
27	Nice to have, may not be required by Code - conceptm is minimal toilets and changing rooms for 30 boys/30 girls and hand washing at dining area - could use modular system site adapted.
28	No design - loosely defined scope - 15% minimum contingency at this stage
29	Structure PPA to cover the shade shelter cost, paid off in monthly utility fees

## Magnolia Science Academy Santa Ana Gymnasium Project



5960 Cornerstone Court West, Suite 100  
San Diego, CA 92121

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**1.0 EXECUTIVE SUMMARY REPORT**

**1.1 Project Summary**

- 1.1.1 Project is approximately 10% complete.
- 1.1.2 Contractor mobilization and project set-up has been completed.
- 1.1.3 Procurement and fabrication of structural steel and electrical raceways in process
- 1.1.4 Fabrication of the concrete masonry units for DSA testing has been completed. Testing of the CMU pending completion of the 28-day curing period.
- 1.1.5 Survey for the building location on the site has been completed.
- 1.1.6 Project construction meetings #01, #02 and #03 have been conducted.
- 1.1.7 Project submittals and RFI's in progress.

**1.2 Project Highlights/Key Milestones**

- 1.2.1 Installation of underground electrical and plumbing lines has been completed.
- 1.2.2 Submission of required Lending Institution documents has been completed.

**1.3 Look Ahead (next 45 days)**

- 1.3.1 Owner to finalize value engineering items, obtain cost from the Architect to put together an ASI (Architects Supplemental Instructions) to the contractor for pricing.
- 1.3.2 Conduct weekly construction progress meeting every Tuesday at the site starting at 9:00 am.
- 1.3.3 Start excavation for building foundations, installing rebar, setting of forms and embeds.

**1.4 Safety Report**

- 1.4.1 No safety incidents reported.
- 1.4.2 Contractor is conducting weekly project safety meetings with sub-contractors.



**2.0 PROJECT SCHEDULE UPDATE**

**2.1 Schedule Milestones**

- 2.1.1 Project construction duration 195, construction completion date July 27, 2018.
- 2.1.2 Presently there are no impacts to the project schedule.
- 2.1.3 Project is 10% complete as of December 31, 2017
- 2.1.4 Contractor has submitted project baseline schedule, Gafcon has approved the baseline schedule.
- 2.1.5 Contractor to submit schedule with payment application #02 on January 2, 2018

**2.2 Upcoming Construction Activities**

- 2.2.1 Pour footing and grade beams.
- 2.2.2 Place concrete slab.
- 2.2.3 Procurement of CMU.
- 2.2.4 28 days for curing of CMU.
- 2.2.5 Start erection of CMU walls
- 2.2.6 Start erection of structural steel.

**2.3 Construction Impacts to the General Campus and Local Community**

- 2.3.1 Weekly meetings are being held with the school to keep them informed of construction activities and as well as not impacting school functions.
- 2.3.2 No impacts to school activities are anticipated during the next 30 days.

**3 PROJECT DOCUMENTATION**

**3.1 Submittals**

- 3.1.1 As of December 31, 2017, 29 submittal packages have been issued by the contractor.
- 3.1.1 The Architect has approved 11 submittal packages
- 3.1.2 The Architect has returned 7 submittal packages to be revised and resubmitted
- 3.1.3 11 submittals are currently with the Architect for review.
- 3.1.4 Pending critical submittals include; structural steel embeds.

**3.2 RFI's**

- 3.2.1 As of December 31, 2017, 35 RFI's have been issued by the contractor.
- 3.2.2 10 remain open with 1 of those being critical.

- 3.3 Architectural Supplemental Instructions**  
 3.3.1 One pending for value engineer items.
- 3.4 Request for Estimates**  
 3.4.1 None pending.
- 3.5 Potential Change Orders**  
 3.5.1 None Pending.
- 3.6 Change Orders**  
 3.6.1 None Pending.

## 4 FINANCIAL REPORT

<b>4.1 <u>Project Contract Information</u></b>		
4.1.1 R. C Construction Services Base Contract		\$3,864,041.36
a) Payment Application No. 01		\$ 220,897.33
4.1.2 Berliner Architects Base Contract		\$ 209,027.00
Work Authorization #01		<u>\$ 10,063.00</u>
Total Contract Amount		\$ 219,090.00
Invoiced to Date		
a) Invoice #14713		\$ 10,063.00
b) Invoice #14753		\$ 13,023.51
4.1.3 Gafcon Base Contract		\$ 183,619.00
Work Authorization #01		<u>\$ 1,000.00</u>
Total Contract Amount		\$ 184,619.00
Invoiced to Date		
a) Invoice #34528		\$ 16,315.60
b) Invoice #34581		\$ 31,850.30
b) Invoice #34725		\$ 29,777.83
4.1.4 Inland Inspection Services Base Contract		\$ 114,075.00
4.1.5 River City Testing Base Contract		\$ 52,882.00
a) Invoice #17961		\$ 760.50
4.1.6 Cal Vada Surveying Inc. Base Contract		\$ 4,800.00
a) Invoice #31507		\$ 4,800.00

**5 PROGRESS PHOTOS**

**5.1 Project Progress Photo #001**



**5.2 Project Progress Photo #002**



**5.3 Project Progress Photo #003**



**5.4 Project Progress Photo #004**



