Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday November 8, 2018 at 7:00 PM PST

Location
MSA 8 6411 Orchard Ave., Bell, CA 92703

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:

By dialing into; 1.844.572.5683 Code: 1948435
• MSA-4 11330 W. Graham Place Los Angeles, CA 90064
• MSA-7 18355 Roscoe Blvd. Northridge, CA 91325
• MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• MSA-SA 2840 W. 1st., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
• 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
• 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)

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 48 hours before the meeting to make arrangements.

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
Mr. Haim Beliak, Vice-Chair
Dr. Umit Yapanel
Mr. Serdar Orazov
Dr. Salih Dikbas
Ms. Diane Gonzalez
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias
Mr. Shohrat Geldiyev

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			**7:00 PM**
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Pledge of Allegiance			1 m
D. Public Comments			5 m
E. Communications: Board/Superintendent			5 m
F. Approval of Agenda	Vote		1 m
G. Approval of October 11, 2018 Regular Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on October 11, 2018			
H. Approval of October 11, 2018 Special Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Special Board Meeting on October 11, 2018			
I. Approval of October 25, 2018 Special Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Special Board Meeting on October 25, 2018			
II. Action Items			**7:17 PM**
A. Approval of Additional Costs for Staffing for MSA 5	Vote	Brad Plonka	5 m
B. Approval of Single Plan for Student Achievement (SPSA) for all MPS	Vote	David Yilmaz	15 m
C. Approval of School Safety Plans for all Magnolia Science Academies	Vote	Brenda Lopez	15 m
D. Approval of MOU to Partner with Los Angeles Coalition for Excellent Public Schools	Vote	Alfredo Rubalcava	5 m
III. Information/Discussion Items			**7:57 PM**
A. Progress on Meeting Local Performance Indicators on the CA School Dashboard	Discuss	David Yilmaz	15 m
B. Update on California Department of Education Compliance Letter for MSA-Santa Ana	Discuss	Erdinc Acar	10 m
C. Financial Update- September 2018	Discuss	Nanie Montijo	10 m
D. Facilities Update- Written Report	FYI		
IV. Closed Session			**8:32 PM**
A. Public Announcement of Closed Session	FYI	Saken Sherkhanov	1 m
B. Conference with Legal Counsel-Anticipated Litigation- One Matter	Discuss	Patrick Ontiveros	15 m
C. Personnel / Labor Negotiations: price and terms of payment	Discuss	Patrick Ontiveros	15 m
D. Public Performance Evaluation: Chief Executive Officer and Superintendent	Discuss	Saken Sherkhanov	15 m
E. Report Out From Closed Session	FYI	Saken Sherkhanov	2 m

V. Possible Action Items After Closed Session			**9:20 PM**
A. Approval of Change Order from PrimeSource for the MSA-1 Project	Vote	Patrick Ontiveros	5 m
VI. Closing Items			**9:25 PM**
A. Adjourn Meeting	Vote		

Cover Sheet

Approval of October 11, 2018 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	G. Approval of October 11, 2018 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on October 11, 2018

DRAFT

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday October 11, 2018 at 6:00 PM

Location
MSA 3: 1254 E. Helmick St., Carson, CA 90746

The following sites remained open as remote locations, Board Members who joined remotely participated from the following locations:
• 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
• 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
• MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• MSA-5 18230 Kittridge St., Reseda, CA 91335
• MSA-6 Dunn Drive., Los Angeles, CA 90034 (Dr. Saken Sherkhanov)
• MSA-8 6411 Orchard., Bell, CA 90201

Board Members:
Dr. Saken Sherkhanov, Chair
Mr. Haim Beliak, Vice-Chair
Dr. Umit Yapanel
Mr. Serdar Orazov
Dr. Salih Dikbas
Ms. Diane Gonzalez
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias
Mr. Shohrat Geldiyev

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
C. Brimmer, D. Gonzalez, H. Beliak, S. Covarrubias, S. Dikbas (remote), S. Geldiyev, S. Orazov (remote), S. Sherkhanov (remote), U. Yapanel

Directors Absent
None

Directors Arrived Late
C. Brimmer, S. Geldiyev, U. Yapanel

I. Opening Items

A. Call the Meeting to Order
H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Oct 11, 2018 @ 6:16 PM at MSA 3: 1254 E. Helmick St., Carson, CA 90746.

B. Record Attendance and Guests
U. Yapanel, MPS Board Member arrived at 6:30 pm. C. Brimmer, MPS Board Member, arrived at 6:35 pm. S. Geldiyev, MPS Board Member joined the meeting at 7:41 pm.

C. Pledge of Allegiance
B.Torres, Board Secretary, led the Pledge of Allegiance.

D. Public Comments
There were no public comments.

E. Communications: Board/Superintendent
S. Sherkhanov, MPS Board Chair, informed the Board about the the outcomes from the last MPS Facilities Committee Meeting, he stated that some items were postponed for further discussion with the full board, these items will be discussed at a later time during a Special Board Meeting. A. Rubalcava, MPS CEO & Superintendent, informed the Board about some of the activities and events that took place across Magnolia during the month of September, he thanked MPS Board Members who attended these various events. He also invited the Board to upcoming events. No other updates were given.

F. Approval of Agenda
S. Sherkhanov made a motion to approve the agenda with the following changes; remove items II B, II C, II D, II E and move them to a future Special Meeting and move item II F from Consent Agenda to Action item for further discussion.
S. Covarrubias seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
D. Gonzalez	Aye
H. Beliak	Aye
S. Covarrubias	Aye
C. Brimmer	Absent
S. Geldiyev	Absent
U. Yapanel	Absent
S. Dikbas	Aye
S. Sherkhanov	Aye
S. Orazov	Aye

G. Approval of Minutes of Regular Board Meeting from September 13, 2018

D. Gonzalez made a motion to approve minutes from the Regular Board Meeting on 09-13-18.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

U. Yapanel arrived late.
C. Brimmer arrived late.

II. Consent Items

A. Adoption of ADA 504 Transition Plans for MSA-6 and MSA-7

U. Yapanel made a motion to approve and adopt the ADA 504 Transition Plans for MSA-6 and MSA-7 under Consent Agenda.
S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of Prop 39 Energy Efficiency Grant Agreement for MSA-2

This item was removed from this agenda and will be presented during a future special meeting of the MPS Board of Directors.

C. Approval of Prop 39 Energy Efficiency Grant Agreement for MSA-7

This item was removed from this agenda and will be presented during a future special meeting of the MPS Board of Directors.

D. Approval of Project Change Order Requests for MSA – Santa Ana (Gymnasium Project)

This item was removed from this agenda and will be presented during a future special meeting of the MPS Board of Directors.

E. Approval of Change Order from PrimeSource for the MSA-1 Project

This item was removed from this agenda and will be presented during a future special meeting of the MPS Board of Directors.

F. Approval of Master Contract and Work Orders 1 & 2 for the MSA-1 Tenant Improvement Project

This item was moved from Consent Agenda to Action Item for further discussion. P. Ontiveros, MPS General Counsel and Facilities Director, explained the need for the presented change orders for the Magnolia Science Academy-1 project and went over the details pertaining to each change order. He explained that funds for these change orders would be covered by the 2014 Bond. P. Ontiveros, explained the reasons why this project did not go through the RFP process as was asked by the Board. Board and staff discussed approval process of time sensitive items for facility projects and requested attorney input on this topic, P. Ontiveros will get more information on approval processes. C. Brimmer, MPS Board Member, stated her concerns regarding approval of the presented change orders and requested a review of the related laws and procedures. The Board discussed this item at length.

C. Brimmer made a motion to approve (1) the Standard Form of Master Agreement between Owner and Contractor (AIA Document A121™-2014) (the "Master Agreement") for tenant improvement work to be performed on MSA-1's existing facility, attached as Exhibit A; and (2) Work Orders #1 and #2 on AIA Document A221™-2014 (the "Work Order Agreement") for, respectively (a) masonry infill along the wall adjacent to the new construction project for MSA-1 at 18220 Sherman Way and (b) removal and replacement of drywall for seismic engineering investigation of the existing building (18238 Sherman Way) connections per drawings and direction of Structural Engineer Brandow & Johnston. The amount of Work Order #1 is $3,946 and the amount of Work Order #2 is $22,659.

S. Sherkhanov seconded the motion.

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

Roll Call

U. Yapanel	Aye
S. Sherkhanov	Aye
S. Orazov	Aye
H. Beliak	Aye
C. Brimmer	Aye
D. Gonzalez	Abstain
S. Dikbas	Abstain
S. Geldiyev	Abstain
S. Covarrubias	Abstain

S. Geldiyev arrived late.

G. Approval of Updated MPS Bylaws

D. Gonzalez made a motion to approve the amended and restated Magnolia Educational & Research Foundation Bylaws under Consent Agenda.

H. Beliak seconded the motion.

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

Roll Call

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

III. Action Items

A. Approval of 2018-19 Compliance Monitoring and Certification of Board Compliance Review for MSA-4-8

D. Yilmaz, MPS Chief Accountability Officer, briefly went over the 2018-19 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, MSA-6, MSA-7 and MSA-8. All questions were addressed.
S. Orazov made a motion to approve the 2018-19 Compliance Monitoring and Certification of Board Compliance Review for MSA 4, MSA-6, MSA-7 and MSA-8.
C. Brimmer seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak	Aye
S. Orazov	Aye
S. Geldiyev	Aye
U. Yapanel	Aye
S. Covarrubias	Aye
C. Brimmer	Aye
S. Dikbas	Aye
D. Gonzalez	Aye
S. Sherkhanov	Aye

B. Approval MSA 2 use of Reserves to Contract for the Purchase and Installation of Classroom Cameras

P. Ontiveros, MPS General Counsel and Facilities Director, S. Keskinturk, MSA 2 Principal, and D. Garner MSA- 2 Dean of Students, explained the need for the use of reserve money to pay for the purchase and installation of classroom cameras. They explained that the policy for the use of the cameras was approved at the last board meeting and this approval is for the approval of purchase. It was also explained that the purchase will not happen immediately. The school's authorizer must approve the use of the cameras before they are purchased and placed. All questions were addressed.
C. Brimmer made a motion to approve the use by Magnolia Science Academy (MSA)-2 of its reserves to purchase and install the classroom cameras which was previously approved by the Board at the September 2018 MPS Board meeting.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez	Aye
S. Dikbas	Aye
U. Yapanel	Aye
C. Brimmer	Aye
S. Sherkhanov	Aye
S. Covarrubias	Aye
S. Orazov	Aye
S. Geldiyev	Aye
H. Beliak	Aye

C. Approval of 2018-19 Education Protection Account (EPA) for MSA 1- 8, Santa Ana and San Diego

N. Montijo, MPS Chief Financial Officer, briefly explained the 2018-19 Education Protection Account (EPA) for MSA 1-8, Santa Ana and San Diego. Questions from Board Members were addressed.
C. Brimmer made a motion to approve the Education Protection Account Expenses as presented.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Orazov	Aye
S. Dikbas	Aye
H. Beliak	Aye
D. Gonzalez	Aye
S. Covarrubias	Aye
S. Geldiyev	Aye
S. Sherkhanov	Aye
U. Yapanel	Aye
C. Brimmer	Aye

IV. Discussion Items

A. Academic Updates

E. Acar, MPS Chief Academic Officer, went over academic updates that were presented in depth to the Academic Committee. B. Lopez, Assistant Director of Student Services went over student disciplinary procedures and elaborated on student suspensions and expulsions within MPS. E. Acar went over academic test scores across MPS and addressed Board Member questions. B. Plonka, MSA-5 Principal went over the academic data for his site and explained that improvements were made to address student needs. All questions were addressed, this was a discussion item, no actions were taken.

B. Enrollment Update

I. Soto, MPS Director of Partnerships, went over the updated enrollment numbers across MPS and gave details on what plans are currently in place to increase student enrollment numbers. C. Brimmer, MPS Board Member suggested to have MPS students do more community service activities such as visiting senior citizen homes. This was a discussion items, no actions were taken.

C. Facility Updates

A written report for facilities update was given, there was no discussion on this item.

D. Update on Legal Vendors and Procedures

Written report was delivered, there was no discussion on this item.

E. Financial Update- 2018 August Financials

Written report was delivered, there was no discussion on this item.

V. Closed Session

A. Public Announcement of Closed Session

H. Beliak, MPS Board Vice Chair, announced to the public that the Board would be going into Closed Session to discuss one matter with anticipated litigation and the performance of the Chief Executive Officer and Superintendent.

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

The Board discussed this item in Closed Session.

C. Public Performance Evaluation: Chief Executive Officer and Superintendent

The Board discussed this item in Closed Session.

D. Report Out From Closed Session

H. Beliak, MPS Board Vice-Chair, announced in Open Session that no actions had been taken during the Closed Session discussion.

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 10:09 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approval of October 11, 2018 Special Board Meeting Minutes

Section:	I. Opening Items
Item:	H. Approval of October 11, 2018 Special Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on October 11, 2018

DRAFT

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Thursday October 11, 2018 at 6:00 PM

Location
MSA 3: 1254 E. Helmick St., Carson, CA 90746

The following locations remained open during the meeting for remote access, Board Members joining remotely participated from the locations stated below.
• 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
• 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
• MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• MSA-5 18230 Kittridge St., Reseda, CA 91335
• MSA-6 Dunn Drive., Los Angeles, CA 90034 (Dr. Saken Sherkhanov)
• MSA-8 6411 Orchard., Bell, CA 90201

Board Members:
Dr. Saken Sherkhanov, Chair
Mr. Haim Beliak, Vice-Chair
Dr. Umit Yapanel
Mr. Serdar Orazov
Dr. Salih Dikbas
Ms. Diane Gonzalez
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias
Mr. Shohrat Geldiyev

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
C. Brimmer, D. Gonzalez, H. Beliak, S. Covarrubias, S. Dikbas (remote), S. Orazov (remote), S. Sherkhanov (remote), U. Yapanel

Directors Absent
S. Geldiyev

I. Opening Items

A. Call the Meeting to Order
H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Oct 11, 2018 @ 6:16 PM at MSA 3: 1254 E. Helmick St., Carson, CA 90746.

B. Record Attendance and Guests
U. Yapanel, MPS Board Member arrived at 6:30 pm. C. Brimmer, MPS Board Member, arrived at 6:35 pm.

C. Public Comments
No public comments were made.

D. Approval of Agenda
S. Sherkhanov made a motion to approve the agenda as presented.
S. Covarrubias seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
H. Beliak	Aye
S. Geldiyev	Absent
S. Dikbas	Aye
S. Orazov	Aye
S. Sherkhanov	Aye
D. Gonzalez	Aye
S. Covarrubias	Aye
U. Yapanel	Aye
C. Brimmer	Absent

II. Action Items

A. Approval of Resolution to Appeal MSA-Santa Ana Charter Petition and Update on Renewal Status
A. Rubalcava, MPS CEO & Superintendent, presented to the MPS Board the details regarding the MSA-Santa Ana Charter Petition Renewal. He went over the past actions that had taken place and explained that Santa Ana Unified School District had denied the renewal of the MSA-Santa Ana Charter Petition on October 9, 2018 as was recommended by the district's staff. A. Rubalcava explained the next steps that MPS will be taking regarding this petition which consists of presenting the renewal to a different entity. He went over the need to get the presented resolution approved by the MPS Board and what the timeline is expected to look like. Board Members had questions regarding this renewal and other current renewals, all questions were addressed.
U. Yapanel made a motion to approve the resolution to authorize Mr. Alfredo Rubalcava, CEO and Superintendent of MPS to serve as the “Lead Petitioner” and appeal the denial of Magnolia Science Academy – Santa Ana’s Charter Renewal Petition by filing the Charter Renewal Petition either with the Orange County Office of Education or the California State Board of Education, as deemed appropriate.

D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:52 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approval of October 25, 2018 Special Board Meeting Minutes

Section:	I. Opening Items
Item:	I. Approval of October 25, 2018 Special Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on October 25, 2018

DRAFT

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Thursday October 25, 2018 at 6:00 PM

Location
MSA 6: 3754 Dunn Dr. Los Angeles, CA 90034

Board Members who joined remotely participated from the following locations:

- 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
- 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
- MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- MSA-SA 2840 W. 1st., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
- 21230 Devonshire St, Chatsworth, CA 91311 (Ms. Sandra Covarrubias)

Board Members:
Dr. Saken Sherkhanov, Chair
Mr. Haim Beliak, Vice-Chair
Dr. Umit Yapanel
Mr. Serdar Orazov
Dr. Salih Dikbas
Ms. Diane Gonzalez
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias
Mr. Shohrat Geldiyev

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
C. Brimmer, D. Gonzalez, H. Beliak, S. Covarrubias (remote), S. Dikbas (remote), S. Geldiyev (remote), S. Orazov (remote), S. Sherkhanov, U. Yapanel (remote)

Directors Absent

None

I. Opening Items

A. Call the Meeting to Order

S. Sherkhanov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Oct 25, 2018 @ 6:58 PM at MSA 6: 3754 Dunn Dr. Los Angeles, CA 90034.

B. Record Attendance and Guests

U. Yapanel, MPS Board Member, participated in the meeting for the Closed Session discussion only.

C. Public Comments

There were no public comments.

D. Approval of Agenda

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

Roll Call	
S. Geldiyev	Aye
S. Sherkhanov	Aye
U. Yapanel	Absent
D. Gonzalez	Aye
S. Dikbas	Aye
H. Beliak	Aye
C. Brimmer	Absent
S. Covarrubias	Aye
S. Orazov	Absent

Board Members who were absent for this approval joined the meeting during Closed Session.

E. Pledge of Allegiance

B. Torres led the Pledge of Allegiance.

II. Closed Session

A. Public Announcement of Closed Session

S. Sherkhanov, MPS Board Chair, informed the public that the Board would be going into Closed Session to discuss one legal matter with anticipated litigation and one matter for labor negotiations.

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

The Board discussed this item in Closed Session.

C. Personnel / Labor Negotiations: price and terms of payment

The Board discussed this item in Closed Session.

D. Report Out From Closed Session

S. Sherkhanov, MPS Board Chair, reported out that the Board had discussed two matters in Closed Session, one anticipated litigation matter and one labor negotiation matter, no actions were taken.

III. Action Items

A. Approve Expenditure of Prop 39 Energy Efficiency Grant Money for HVAC Project at MSA 7

This item had been previously discussed by the Board in a previous meeting but approval was postponed for further discussion. P. Ontiveros, MPS General Counsel and Facilities Director, explained that facility work done under this approval will be paid for by a grant. He stated that all projects must be done by June 2020 in order to make full use of the grant. C. Brimmer directed staff to ensure that all contracts be reviewed at length to ensure compliance before payment. The Board had some questions that staff addressed.

C. Brimmer made a motion to approve the agreement between MPS and Masterbuilt Construction Corp., attached as Exhibit A, for the installation of new A/C units at Magnolia Science Academy 7's ("MSA-7") campus located at 18355 Roscoe Boulevard (the "Project"). The Project will be paid for solely from the Prop 39 energy efficiency grant received by MPS for the benefit of MSA-7.

H. Beliak seconded the motion.

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

Roll Call

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

B. Approve Expenditure of Prop 39 Energy Efficiency Grant Money for HVAC Project at MSA 2

P. Ontiveros, MPS General Counsel and Facilities Director, went over the projects that will be done with the funds provided by this grant. All questions were addressed.

C. Brimmer made a motion to the agreement between MPS and Highlands Diversified, Inc. dba Highlands Trade, attached as Exhibit A, for the installation of new HVAC units at MSA-2's campus located at 17125 Victory Boulevard in Van Nuys (the "Project"). The Project will be paid for solely from the Prop 39 energy efficiency grant received by MPS for the benefit of MSA-2.

H. Beliak seconded the motion.

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

Roll Call

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

C. Approval of Project Change Order Requests for MSA- Santa Ana

This item has been previously discussed by the Board multiple times and staff had been directed to obtain more information. M. Lengly from Gafcon gave details on the changes that had been done to the MSA- Santa Ana project related to the presented change order. He explained the need of getting health department sign offs regardless of whether or not food is being cooked onsite. M. Lengly emphasized the importance of completing the project on time in order to open the school on time. The Board discussed this item at length, M. Lengly shared best practices with the Board. The Board directed P. Ontiveros, MPS General Counsel and Facilities Director to negotiate the costs with the architect regarding the mistakes made.

S. Sherkhanov made a motion to approve the change order requests (each, a "COR" and together, the "CORs") described below in the aggregate amount of $90,692.92 for the Project and the payment of the same to the general contractor for the Project. Note that the foregoing amount was previously incorrectly reported as $87,964.07.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D. Approval of Change Order from PrimeSource for the MSA-1 Project

This item was not discussed.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:32 PM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Approval of Additional Costs for Staffing for MSA 5

Section:	II. Action Items
Item:	A. Approval of Additional Costs for Staffing for MSA 5
Purpose:	Vote
Submitted by:	
Related Material:	II A MSA 5 - Addl Hire.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Agenda Item #	Agenda # II A- Action Item
Date:	11/08/18
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Brad Plonka, Principal of MSA 5
RE:	Approval of Additional Costs for Staffing for MSA 5

Proposed Board Motion

I move that the board approve hiring one (1) part-time office assistant not included in the board approved adopted budget. Total Cost not to exceed $13,000 including base salary and statutory benefits.

Background

- Main Office Support: MSA 5 has continued to increase enrollment (247 students) since its move to Reseda during the 2014-15 school year (106 students) with one office staff member. With that growth office responsibilities have expanded as well. Some of the main offices supports are of the following: attendance, reports, enrollment, translation, cumulative files, and data entry that is done by one person. MSA-5 is asking for board approval to hire a new position, office assistant to support the main office with above mentioned tasks and coverage when office manager is on break and lunch.

Budget Implications

- As of 10/03/18, MSA 5's has an enrollment of 248 students, seven more students than the budgeted amount of 241. MSA 5 proposes to use approximately $13,000 (PERS, Medicare, Social Security, and Unemployment included in estimate) of the estimated increase in funds the school will receive from the seven additional students.

- Estimated Additional Revenue: An increase of six additional students, three 7-8th grade & three 9-12th grade, as of 10/03/2018 is expected to generate approximately $81,286 in revenue for MSA-5. See chart below.

As of 10.03.2018	MSA 5						
						Revised	
Grade Level	Enrollment Count		Incr/Decr	ADA % as of 10/03/18	Estimated Change in ADA	Average Revenue per ADA	Estimated Fiscal Impact
	Budget	Actual					
K-3			0		0.0		$0
4-6	60	60	0	97.1%	0.0	$11,170	$0
7-8	110	114	4	96.3%	3.9	$11,450	$44,121
9-12	71	74	3	95.4%	2.9	$12,991	$37,165
Total	**241**	**248**	**7**		**6.7**		**$81,286**

Cover Sheet

Approval of Single Plan for Student Achievement (SPSA) for all MPS

Section:	II. Action Items
Item:	B. Approval of Single Plan for Student Achievement (SPSA) for all MPS
Purpose:	Vote
Submitted by:	
Related Material:	II B MPS SPSA 2018-19.pdf

Board Agenda Item #	Agenda # II B – Action Item
Date:	November 8, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Single Plan for Student Achievement (SPSA) for MPS

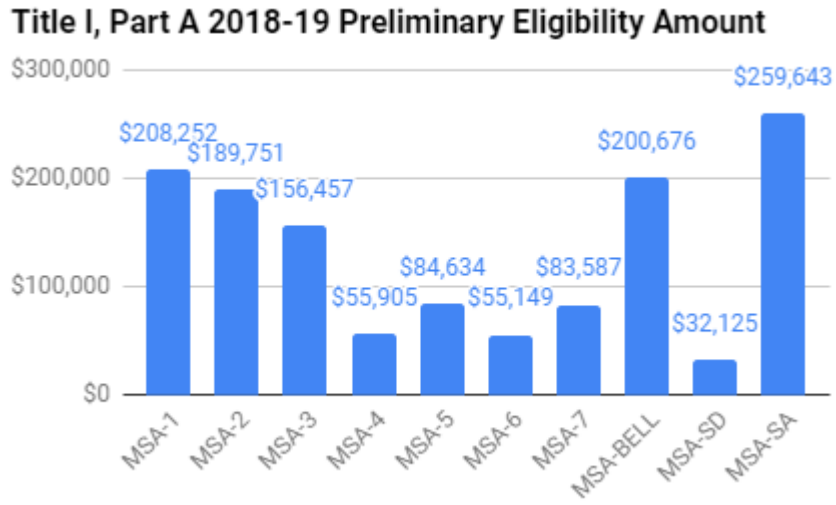
Proposed Board Recommendation

I move that the board approve the Single Plan for Student Achievement (SPSA) for MPS.

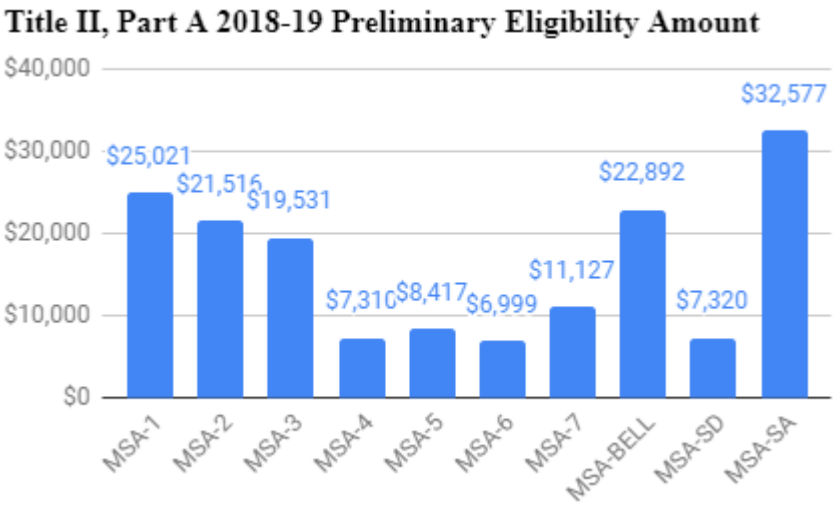
Background

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, Title-III and Title-IV, to supplement such programs. MPS uses these funds to support instruction through intervention programs during the day, after-school tutoring, English Learner extended support, professional development, innovative and well-rounded education activities, home visits, etc.

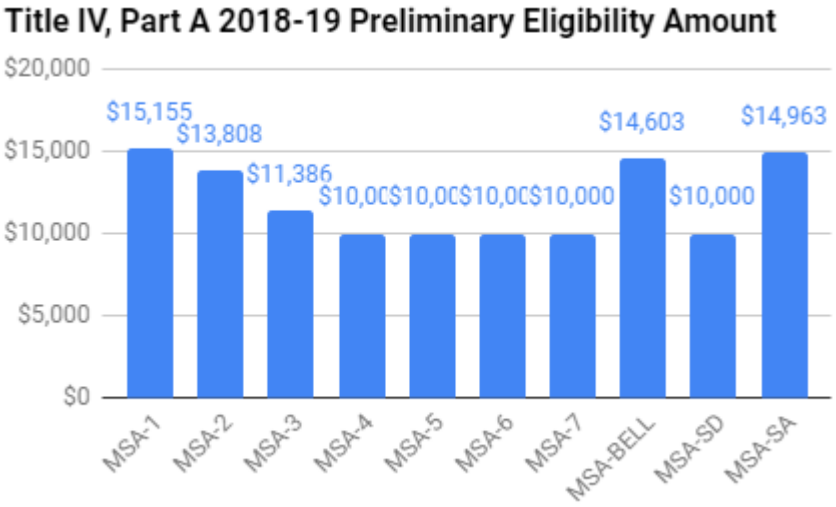
How much does MPS receive in Title funds?



TOTAL: $1,326,179



TOTAL: $162,710



TOTAL: $119,915

Title III, Part A – EL

MPS receives Title III, Part A – EL funds as a consortium. **TOTAL: $64,283**

What strategies/actions will these funds be used for?

Aligned with our LCAP actions/services, the following are strategies identified in our schools' SPSAs.

GOAL 1: EXCELLENCE: All students will pursue academic excellence and be college/career ready.

Strategies:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment.
- Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.
- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)
- Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

GOAL 2: INNOVATION: All students will become independent, innovative scholars.

Strategies:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.
- Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.
- Charter School will ensure that technology supports instruction.

GOAL 3: CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Strategies:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

- Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

The SPSA has already been approved by each school's School Site Council (SSC) and is herein presented to the board for ratification.

Note: For charter schools that receive federal funds this is the last year of SPSA requirement. As of January 1, 2019, our SPSA and LCAP will be consolidated into one document, i.e., LCAP, and moving forward, we will use our LCAP as the single plan for school achievement.

Budget Implications

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

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

It is a mandatory plan which details how MPS uses federal Title I, II, III, and IV funds to support instruction.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Single Plan for Student Achievement (SPSA) for MPS (one for each MSA)

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-1	19-10199-6119945	10/24/18	11/8/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings,

weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 368 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

☐ To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8,11):	2017-18 (Baseline): All Students: 48.32% English Learners: 0% Socioeconomically Disadvantaged: 45.45% Students with Disabilities: 8.52% Homeless: N/A African American: N/A Hispanic: 45.33% White: 66.67%	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: NA African American: NA Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8,11)	2016-17 (Baseline): All Students: 20.0 points below level 3 English Learners: 70.7 points below level 3 Socioeconomically Disadvantaged: 25.7 points below level 3 Students with Disabilities: 94.7 points below level 3 Hispanic: 25.7 points below level 3 White: 24.39 points above level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 59% English Learners: 52% Socioeconomically Disadvantaged: 58% Students with Disabilities: 59% Hispanic: 59%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8,11):	2017-18 (Baseline): All Students: 35.06% English Learners: 1.85% Socioeconomically Disadvantaged: 31.88% Students with Disabilities: 4.26% Hispanic: 32.18% White: 63.16%	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 46.1 points below level 3 English Learners: 91.6 points below level 3 Socioeconomically Disadvantaged: 55 points below level 3 Students with Disabilities: 140.2 points below level 3 Hispanic: 55.6 points below level 3 White: 39 points above level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 51% English Learners: 45% Socioeconomically Disadvantaged: 51% Students with Disabilities: 40% Hispanic: 59%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	14%	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	6%	1 percentage point up from the prior year

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	92%	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	34.7%	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	52.3%	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	98.4%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	44%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

• Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

• Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$15,000 Professional Development; $2,482 TeachBoost fees *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title II *(See LCAP for non-federal sources.)*
Budget Reference(s)	$21,000 BTSA expenses (5000)(Title II); $15,000 Professional Development (5800) (General);

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 EL supplemental materials; $4,000 Focused PD on ELD standards *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title 1 *(See LCAP for non-federal sources.)*
Budget Reference(s)	$3,000 EL supplemental materials (4000)(Title I); $4,000 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Charter School will provide additional supports and interventions to all students, including ELs.

• Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, RTI coordinator, leadership team)

a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$65,000 Title-I coordinator salaries; $32,019.28 Title-I coordinator benefits; $6,400 MAP testing fees; $41,894 Supplemental instructional materials; (myON, Discovery Learning, ALEKS, turntitin *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$65,000 Title-I coordinator salaries; (1000)(Title I); $32,019.28 Title-I coordinator benefits; (3000)(Title I);

Amount(s)

$65,000 Title-I coordinator salaries;

$32,019.28 Title-I coordinator benefits;

$6,400 MAP testing fees;

$41,894 Supplemental instructional materials; (myON, Discovery Learning, ALEKS, turntitin

(See LCAP for non-federally funded expenditures.)

$6,400 MAP testing fees; (5000)(Title I);

$41,894 Supplemental instructional materials; (myON, Discovery Learning, ALEKS, turntitin (4000)(Title I);

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

• Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

• Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) Charter School will offer the following AP courses: United States Government AP United States History AP World History, AP English Language & Composition, AP English Literature & Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Physics, AP Spanish Language & Culture, AP Spanish Literature & Culture, AP Art. (ongoing) College Counselor, Dean of Academics, leadership team)

2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team) (ongoing)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$2,000 AP course materials; $3,000 College preparation materials; $2,000 Naviance program; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$2,000 AP course materials (4000)(Title I); $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

☐ To provide students with a well-rounded education including programs such as STEM, arts, and civics

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$5,000 Art integration training; $30,000 Field trip expenses *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$5,000 Art integration training (5000)(Title IV); $30,000 Field trip expenses (5000)(Gen Fund) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$10,000 Science supplemental materials; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$10,000 Science supplemental materials (4000)(Gen fund); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally,

visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$15,000 Chromebooks; $20,000 Technology expenses *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Gen Fund *(See LCAP for non-federal sources.)*
Budget Reference(s)	$15,000 Chromebooks (4000) (Gen Fund); $20,000 Technology expenses (4000) Gen fund *(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

☐ To seek parent input in making decisions for the Charter School

☐ To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid middle school dropout

☐ To avoid high school dropout

☐ To increase high school graduation rate

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	20%	25%
ADA rate	97%	97%
Chronic absenteeism rate	10%	8%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	98%	100%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 90% Families: 90% Staff: 80%
School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 65% Families: 90% Staff: 80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

• Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

• Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$5,000 Parent meeting/workshop expenses; $2,000 Parent activities/events expenses; $3,000 ParentSquare communication software; $20,000 Home visit compensation *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$5,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Gen Fund); $3,000 ParentSquare communication software (5000)(Title I); $20,000 Home visit compensation (1000)(Title I) $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

• Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School

teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)

b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 PD on PBIS, restorative practices, and classroom management; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Gen fund); $ *(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully	100%	100%

Metric/Indicator	Expected Outcomes	Actual Outcomes
credentialed as required by law and the charter		
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-11):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 42% English Learners: 0% Socioeconomically Disadvantaged: 40% Students with Disabilities: 18% Hispanic: 40% White: 60% 2017-18 (Actual): All Students: 5 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-11)	2017-18 (Expected): All Students: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual):

Metric/Indicator	Expected Outcomes	Actual Outcomes
	English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 44% English Learners: 2% Socioeconomically Disadvantaged: 37% Students with Disabilities: 7% Hispanic: 38% White: 66% 2017-18 (Actual): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-11):	2017-18 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	2016-17 (Baseline): All Students: 29% English Learners: 4% Socioeconomically Disadvantaged: 24% Students with Disabilities: 3% Hispanic: 25% White: 51% 2017-18 (Actual): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-11)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 46.1 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
	from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	below level 3 English Learners: 91.6 points below 3 Socioeconomically Disadvantaged: 55.0 points points below 3 Students with Disabilities: 140.2 points points below 3 Hispanic: 55.6 points points below 3 White: 39.0 points points below 3
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 45% English Learners: 2% Socioeconomically Disadvantaged: 38% Students with Disabilities: 3% Hispanic: 37% White: 65% 2017-18 (Actual): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points

Metric/Indicator	Expected Outcomes	Actual Outcomes
		up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 50% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	2016-17 (Baseline): 33% 2017-18 (Actual): 12%
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	78%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2 percentage points up from the prior year	2016-17 (Baseline): 48% 2017-18 (Actual): 50%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2 percentage points up from the prior year	2016-17 (Baseline): 25% 2017-18 (Actual): 32%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2 percentage points up from the prior year	2016-17 (Baseline): 100% 2017-18 (Actual): 100%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who	2 percentage points up from the prior year	2016-17 (Baseline): 40% 2017-18 (Actual): 42%

Metric/Indicator	Expected Outcomes	Actual Outcomes
participate in the PSAT test		

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.	• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	2017-18: $9,000 BTSA expenses (5000)(Title II); $25,000 Professional Development (5800) (General fund); $2,482 TeachBoost fees (5000) *(See LCAP for non-federally funded expenditures.)*	2017-18: $9,000 BTSA expenses (5000)(Title II); $11,000 Professional Development (5800) (General fund); $2,482 TeachBoost fees (5000) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: $3,000 EL supplemental materials (4000)(Title I); $4,000 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*	2017-18: $3,000 EL supplemental materials (4000)(Title I); $4,000 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: $65,000 Title-I coordinator salaries (1000)(Title I); $32,000 Title-I coordinator benefits (3000)(Title I); $6,400 MAP testing fees (5000)(Title I); $41,894 Supplemental instructional materials (4000)(Title I); (myON, Discovery Learning, ALEKS, turnitin *(See LCAP for non-federally funded expenditures.)*	2017-18: $65,000 Title-I coordinator salaries (1000)(Title I); $32,000 Title-I coordinator benefits (3000)(Title I); $6,400 MAP testing fees (5000)(Title I); $41,894 Supplemental instructional materials (4000)(Title I); (myON, Discovery Learning, ALEKS, turnitin *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.	• Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: AP United States Government AP United States History AP World History AP English Language & Compost AP English Literature & Compos AP Calculus AB AP Calculus BC AP Statistics AP Biology AP Physics AP Spanish Language & Culture AP Spanish Literature & Culture AP Art History	2017-18: $2,000 AP course materials (4000)(Title I); $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $2,000 AP course materials (4000)(Title I); $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics.	2017-18: $5,000 Art integration training (5000)(Title IV); $03,000 Field trip expenses (5000)(Gen	2017-18: $5,000 Art integration training (5000)(Title IV); $30,000 Field trip expenses (5000)(Gen

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		Fund) *(See LCAP for non-federally funded expenditures.)*	Fund) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: $10,000 Science supplemental materials (4000)(Gen Fund); *(See LCAP for non-federally funded expenditures.)*	2017-18: $10,000 Science supplemental materials (4000)(Gen Fund); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that technology supports instruction.	• Charter School provided technology to support instruction (Chromebooks, smart tvs, ipdas etc.)	2017-18: 15,000 Chromebooks (Gen fund); $20,000 Technology expenses (Gen fund) *(See LCAP for non-federally funded expenditures.)*	2017-18: 15,000 Chromebooks (Gen fund); $20,000 Technology expenses (Gen fund) *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students who have been home-visited by the teachers per year	20%	41%
ADA rate	97%	97%
Chronic absenteeism rate	10%	8%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	95%	98%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 90% Families: 90% Staff: 80%
School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 65% Families: 90% Staff: 80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings,	• We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school	$5,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Gen Fund); $3,000 ParentSquare communication software	$5,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Gen Fund); $3,000 ParentSquare

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
parent activities/events, web portal, home-visits, and school experience surveys.	experience surveys.	(5000)(Title I); $20,000 Home visit compensation (1000)(Title I) $ *(See LCAP for non-federally funded expenditures.)*	communication software (5000)(Title I); $20,000 Home visit compensation (1000)(Title I) $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	• We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	2017-18: $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Gen Fund); *(See LCAP for non-federally funded expenditures.)*	2017-18: $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Gen Fund); *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$248,428 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$247,000

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$208,252

Federal Programs	Allocation ($)
Title II, Part A: Supporting Effective Instruction	$25,021
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	$7,924 (EL) $0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	$15,155

Subtotal of consolidated federal funds for this school: $256,352

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$2,000,000
Supplemental and Concentration Grant Funds	$1,658,081
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of consolidated state or local funds for this school: $3,658,081

Total of consolidated (federal, state, and/or local) funds for this school: $3,914,433

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and

   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-2	19-10199-0115212	11/02/18	11/08/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with

specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 100 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

☐ To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): All Students: 34.32% English Learners: 6.6% Socioeconomically Disadvantaged: 33.21%	2018-19 (Expected): 39%0 All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year

	Students with Disabilities: 10.41% Hispanic: 30.57% White: 65%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: N/A African American: N/A Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Baseline): All Students: 49.7 points below level 3 English Learners: 91.6 points below level 3 Socioeconomically Disadvantaged: 51.4 points below level 3 Students with Disabilities: 127.9 points below level 3 Homeless: N/A African American: N/A Hispanic: 57.0 points below level 3 White: 5.3 points below level 3	2018-19 (Expected): All Students: 5 points up from the prior year English Learners: 5 points up from the prior year Socioeconomically Disadvantaged: 5 points up from the prior year Students with Disabilities: 5 points up from the prior year Homeless: N/A African American: N/A Hispanic: 5 points up from the prior year White: 5 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 54.8% English Learners: 51.4 %	2018-19 (Expected): All Students: 5 percentage points up from the prior year

	Socioeconomically Disadvantaged: 54.72% Students with Disabilities: 41.2% Hispanic: 52.38% White: 62.50%	English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Baseline): All Students: 25.58% English Learners: 2.94% Socioeconomically Disadvantaged: 24.18% Students with Disabilities: 8.16% Hispanic: 22.0% White: 60.0%	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Baseline): All Students: 62.3 points below level 3 English Learners: 111.6 points below level 3	2018-19 (Expected): All Students: 5 points up from the prior year English Learners: 5 points up from the prior year

	Socioeconomically Disadvantaged: 62.7 points below level 3 Students with Disabilities: 102.9 points below level 3 Homeless: N/A African American: N/A Hispanic: 68.3 points below level 3 White: 35.0 points below level 3	Socioeconomically Disadvantaged: 5 points up from the prior year Students with Disabilities: 5 points up from the prior year Homeless: N/A African American: N/A Hispanic: 5 points up from the prior year White: 5 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 52.8% English Learners: 43.2% Socioeconomically Disadvantaged: 52.75% Students with Disabilities: 49% Hispanic: 50.17% White: 75%	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	88.7%	2 percentage point up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	28.2%	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient”	82%	80%

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on the related state standardized tests) in core subjects and electives		
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	17.1%	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	50.0%	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	92.7%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	86%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	15%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

• Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

• Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$8,000 BTSA expenses; $13,516 Professional Development;
Source(s)	Title I
Budget Reference(s)	$8,000 BTSA expenses (5000)(Title I); $13,516 Professional Development (5800) (Title I);

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0.00
Source(s)	$0.00
Budget Reference(s)	$0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Charter School will provide additional supports and interventions to all students, including ELs.

• Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, RTI coordinator, leadership team)

a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$38,532 Intervention teacher salaries; $70,000 Title-I coordinator salaries; $20,472 Intervention teacher and Title-I coordinator benefits; $5,000 Saturday Intervention School teacher salaries; $20,141 Instructional materials; (myON, NWEA, Naviance)
Source(s)	Title I
Budget Reference(s)	$35,000 Intervention teacher salaries (1000)(Title I); $70,000 Title-I coordinator salaries (1000)(Title I); $20,472 Intervention teacher and Title-I coordinator benefits (3000)(Title I); $5,000 Saturday Intervention School teacher salaries (1000)(Title I); $20,141 Instructional materials (4000)(Title I); (myON, NWEA, Naviance)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

• Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

• Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) Charter School will offer the following AP courses: AP United States History, AP English Language & Composition, AP Calculus AB, AP Environmental Science, AP Spanish Language and Culture, AP Studio Art: 2-D Design, AP Computer Science Principles. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$10,000 AP Exam Test Fees;
Source(s)	Title I
Budget Reference(s)	$10,000 AP Exam Test Fees (5000)(Title I)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

☐ To provide students with a well-rounded education including programs such as STEM, arts, and civics

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	12%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	88%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$12,000 School Psychologist salaries; $2,078 School Psychologist Benefits;
Source(s)	Title IV
Budget Reference(s)	$12,000 School Psychologist salaries (1000)(Title I); $2,078 School Psychologist Benefits (3000)(Title I);

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Vex Robotics, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, Technology Department Chair, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0.00
Source(s)	$0.00
Budget Reference(s)	$0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction. In addition, Charter School initiated a pilot program of Blended Learning in 6th and 7th grade math and English courses led by a Blended Learning Coordinator where teachers will implement a station rotation model of blended learning into their ongoing instructional program and practices.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Blended Learning Coordinator, IT Director, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally,

visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Blended Learning Coordinator, IT Director, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Blended Learning Coordinator, IT Director, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$20,141 Instructional materials; (myON, NWEA, Naviance)
Source(s)	Title I
Budget Reference(s)	$20,141 Instructional materials (4000)(Title I); (myON, NWEA, Navieance)

Goal 3

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

Basis for this Goal

☐ To seek parent input in making decisions for the Charter School

☐ To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid middle school dropout

☐ To avoid high school dropout

☐ To increase high school graduation rate

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4

Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	21%	25%
ADA rate	95%	97%
Chronic absenteeism rate	10%	7%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	92.1%	100%
Student suspension rate	0%	0%
Student expulsion rate	0.1%	0%
School experience survey participation rates	Students: 90% Families: 90% Staff: 80%	Students: 90% Families: 90% Staff: 80%
School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 65% Families:90% Staff: 80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

• Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

• Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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, parent college, parent computer classes. (ongoing) (EL Coordinator, Leadership team)

4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$8,000 Parent meeting/workshop expenses; $10,000 Home visit compensation
Source(s)	Title I

Budget Reference(s)	$8,000 Parent meeting/workshop expenses (4000)(Title I); $10,000 Home visit compensation (1000)(Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

• Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)

b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$0.00
Source(s)	$0.00
Budget Reference(s)	$0.00

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): All Students: 38% English Learners: 8% Socioeconomically Disadvantaged: 37% Students with Disabilities: 13% Hispanic: 34% White: 76%	2017-18 (Actual): All Students: 34.32% English Learners: 6.6% Socioeconomically Disadvantaged: 33.21% Students with Disabilities: 10.41% Hispanic: 30.57% White: 65.0%

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected): All Students: 44.7 points below level 3 English Learners: 86.6 points below level 3 Socioeconomically Disadvantaged: 46.4 points below level 3 Students with Disabilities: 122.9 points below level 3 Hispanic: 52.0 points below level 3 White: 0.3 points below level 3	2017-18 (Actual): All Students: 49.7 points below level 3 English Learners: 91.6 points below level 3 Socioeconomically Disadvantaged: 51.4 points below level 3 Students with Disabilities: 127.9 points below level 3 Homeless: N/A African American: N/A Hispanic: 57.0 points below level 3 White: 5.3 points below level 3
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 57.0% English Learners: 53.3% Socioeconomically Disadvantaged: 56.5% Students with Disabilities: 53.3% Hispanic: 56.0% White: 66.9%	2017-18 (Actual): All Students: 54.8% English Learners: 51.4 % Socioeconomically Disadvantaged: 54.72% Students with Disabilities: 41.2% Hispanic: 52.38% White: 62.50%
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Expected): All Students: 29.0% English Learners: 5% Socioeconomically Disadvantaged: 29%	2017-18 (Actual): All Students: 25.58% English Learners: 2.94% Socioeconomically Disadvantaged: 24.18%

	Students with Disabilities: 11% Hispanic: 26% White: 57%	Students with Disabilities: 8.16% Hispanic: 22.0% White: 60.0%
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 57.3 points below level 3 English Learners: 106.6 points below level 3 Socioeconomically Disadvantaged: 57.7 points below level 3 Students with Disabilities: 97.9 points below level 3 Hispanic: 63.3 points below level 3 White: 30.0 points below level 3	2017-18 (Actual): All Students: 62.3 points below level 3 English Learners: 111.6 points below level 3 Socioeconomically Disadvantaged: 62.7 points below level 3 Students with Disabilities: 102.9 points below level 3 Hispanic: 68.3 points below level 3 White: 35.0 points below level 3
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 50.6 % English Learners: 55 % Socioeconomically Disadvantaged: 50.8% Students with Disabilities: 50.8% Hispanic: 50.4% White: 45%	2017-18 (Actual): All Students: 52.8% English Learners: 43.2% Socioeconomically Disadvantaged: 52.75% Students with Disabilities: 49% Hispanic: 50.17% White: 75%
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline) 88.7%

		2017-18 (Projected) 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	2017-18 (Actual) 28.2%
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	80%	82%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2 percentage points up from the prior year	2017-18 (Actual) 17.1%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2 percentage points up from the prior year	2017-18 (Actual) 50%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2 percentage points up from the prior year	2017-18 (Actual) 92.7%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	86%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	2017-18 (Actual) 15%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core	We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas	2017-18: $6,000 BTSA expenses (5000)(Title II);	2017-18: $12,000 BTSA expenses (5000)(Title II);

ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.	of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	$10,000 Professional Development (5800) (Title I); $1,000 TeachBoost fees (5000)	$10,000 Professional Development (5800) (Title I); $1,000 TeachBoost fees (5000)

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: $3,000 EL supplemental materials (4000)(Title I); $2,000 Focused PD on ELD standards (5800)(Title I)	2017-18: $3,000 EL supplemental materials (4000)(Title I); $4,000 Focused PD on ELD standards (5800)(Title I)

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: $40,000 Intervention teacher salaries (1000)(Title I); $70,000 Title-I coordinator salaries (1000)(Title I); $25,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); $3,000 MAP testing fees (5000)(Title I); $10,000 Supplemental instructional materials (4000)(Title I); (myON)	2017-18: $40,000 Intervention teacher salaries (1000)(Title I); $70,000 Title-I coordinator salaries (1000)(Title I); $25,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); $3,000 MAP testing fees (5000)(Title I); $10,000 Supplemental instructional materials (4000)(Title I); (myON)

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.	• Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: AP United States History, AP English Language & Composition, AP Calculus AB, AP Environmental Science, AP Spanish Language and Culture, AP Studio Art: 2-D Design, AP Computer Science Principles	2017-18: $2,000 AP course materials (4000)(Title I); $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $2,000 AP course materials (4000)(Title I); $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We were able to increase our scores in math and maintain our scores in ELA as a result of having an efficient Title I Coordinator. Our EL reclassification rate during the 2017-18 academic year was 28.2% which demonstrates that we had an effective implementation of our EL program. Subsequently, with our EL population gaining proficiency in English, we anticipate that they will be able to access their other subjects with increased efficiency and ease in the upcoming years.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	12%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	88%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics.	2017-18: $3,000 Field trip expenses (5000)(Title I)	2017-18: $3,000 Field trip expenses (5000)(Title I)

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: $10,000 Science supplemental materials (4000)(Gen Fund); *(See LCAP for non-federally funded expenditures.)*	2017-18: $10,000 Science supplemental materials (4000)(Gen Fund); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that technology supports instruction.	• Charter School provided technology to support instruction (New laptops, SmartBoards)	2017-18: 5,000 Chromebooks (Title I); $6,000 Technology expenses (Gen fund) *(See LCAP for non-federally funded expenditures.)*	2017-18: 5,000 Chromebooks (Title I); $6,000 Technology expenses (Gen fund) *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. One area of innovation which occurred during the past academic year was with our robotics program which expanded to include a Vex IQ program for middle school students for the first time. During this process, our students won 1st place in the regional qualifying tournament held in Nipomo, CA in the Skills Challenge category, as well as 1st place in the STEAM project which discussed robots used in aortic heart valve replacement technology as well as used to explore outer space. Further, our students qualified for the US Championship Vex IQ Robotics tournament in Iowa where they competed and placed 13th place in the United States in the Alliance Challenge category with the robot which they designed, engineered, constructed and drove. During the current academic year, the Vex IQ and Vex EDR Robotics programs have expanded to include increased opportunities for students to take courses during their elective portions of their school day as well as to meet as a club after school where they train for competitions. In addition, we hired a 2nd technology teacher this year to expand our course offerings in computers, robotics and other related fields to all students during the instructional day.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4

Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	25%	21%
ADA rate	97%	95%
Chronic absenteeism rate	7%	10%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	100%	92.1%
Student suspension rate	0%	0%
Student expulsion rate	0%	0.1%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 89% Families: 100% Staff: 95%
School experience survey average approval rates	Students: 75% Families: 90% Staff: 80%	Students: 72% Families: 91% Staff: 83%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	• We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	2017-18: $3,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Title I); $3,000 ParentSquare communication software (5000)(Title I); $10,000 Home visit compensation (1000)(Title I);	2017-18: $3,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Title I); $3,000 ParentSquare communication software (5000)(Title I); $10,000 Home visit compensation (1000)(Title I);

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	2017-18: $??? Behavior Counselor Salary (1000)(Title I); $5,000 Edge Coaching (5000)(Title I); $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I)	2017-18: $??? Behavior Counselor Salary (1000)(Title I); $5,000 Edge Coaching (5000)(Title I); $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I);

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes;

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encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The goal of connection was effective as measured by the willingness for stakeholders to embrace our change in school communication platform to ParentSquare. This new system enables stakeholders to communicate in their native languages and automatically translates communication to help our predominantly Spanish-speaking parent demographic stay in communication and connected with our predominantly English-speaking staff related to their child's academic and behavioral progress. In addition, this system facilitates event promotion to help notify parents of ongoing happenings related to their child and build connectedness. In addition, Telemundo did two reports related to our implementation of the PBIS (Positive Behavioral Interventions and Supports) program which we launched this year and which helps build connectedness amongst all stakeholder groups. Student voices have been incorporated into this aspect to the school as the ASB student government elected officials have taken on the responsibility of creating weekly videos related to the behavioral expectations which help build connection amongst the student body. Our graduation rate for 12th graders last year was 100%, which shows that our connection between students and our school community is sufficient to lead to this positive outcome. Further, our ADA was approximately 95% last year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$248,428 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$225,455

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$189,861
Title II, Part A: Supporting Effective Instruction	$21,516
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	$0 (EL) $0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	$15,155

Subtotal of consolidated federal funds for this school: $256,352

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$2,000,000
Supplemental and Concentration Grant Funds	$1,658,081
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of consolidated state or local funds for this school: $3,658,081

Total of consolidated (federal, state, and/or local) funds for this school: $3,914,433

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.

Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-3	19-10199-0115030	10/25/18	11/08/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Administration meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including weekly Coffee with the Principal

meetings, staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 102 home visits (20% of population) and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8, 11):	2017-18 (Baseline): All Students: 41.58% English Learners: 16.67%	2018-19 (Expected): All Students: 5 percentage points up from the prior year

	Socioeconomically Disadvantaged: 40.99% Students with Disabilities: 27.59% Homeless: Did not have enough foster youth African American: 35.91% Hispanic: 47.94% White: 0%	English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year if there is enough to qualify to be tested and counted on exam. African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8, 11)	2016-17 (Baseline): All Students: 23.2 points below level 3 English Learners: 37.5 points below level 3 Socioeconomically Disadvantaged: 28.7 points below level 3 Students with Disabilities: 85.8 points below level 3 Homeless: N/A less than 1%	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year

	African American: 34 points below level 3 Hispanic: 13.3 points below level 3 White: N/A, less than 1%	Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 54.3% English Learners: 42.9% Socioeconomically Disadvantaged: 52.7% Students with Disabilities: 57.1% Homeless: N/A less than 1% African American: 51.3% Hispanic: 56.0% White: N/A less than 1%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year if we have the population metrics African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Baseline): All Students: 21.05% English Learners: 11.11% Socioeconomically Disadvantaged:21.22 % Students with Disabilities: 36.67% Homeless: We do not have enough to have a metric on this. African American: 18.31% Hispanic: 23.81% White: N/a, less than 1%	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 72.7 points below level 3 English Learners: 88 points below level 3 Socioeconomically Disadvantaged: 71.8 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year

	Students with Disabilities: 128.9 points below level 3 Homeless: N/A less than 1% African American: 79.5 points below level 3 Hispanic: 30.9 points below level 3 White:N/A less than 1%	Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year. if metric exist this year. African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 44% English Learners: 38.9% Socioeconomically Disadvantaged: 41.7% Students with Disabilities: 38.1% Homeless: N/A less than 1% African American: 45.5% Hispanic: 45.4% White: N/A less than 1%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year; if the metric exist African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year

		White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	71.4%	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	14.8%	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	78%	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	22.4%	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	30.6%	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	90%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	42%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

• Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

• Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$17,000 BTSA expenses; $25,000 Professional Development; $1,800 TeachBoost fees *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title II *(See LCAP for non-federal sources.)*
Budget Reference(s)	$17,000 BTSA expenses (5000)(Title II); $25,000 Professional Development (5800) (Title I); $1,800 TeachBoost fees (5000) (Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$2,000 EL supplemental materials; $2,000 Focused PD on ELD standards *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$2,000 EL supplemental materials (4000)(Title I); $2,000 Focused PD on ELD standards (5800)(Title I)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Charter School will provide additional supports and interventions to all students, including ELs.

• Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, RTI coordinator, leadership team)

a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$10,000 Intervention teacher salaries; $10,000 Two teacher aide salaries; $10,000 Title-I coordinator salaries; $10,000 Intervention teacher and Title-I coordinator benefits; $3,000 MAP testing fees; $10,000 Supplemental instructional materials; (myON, Gizmos, Discovery Learning, ALEKS) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$100,000 Intervention teacher salaries (1000)(Title I); $10,000 Two teacher aide salaries (2000)(Title I); $10,000 Title-I coordinator salaries (1000)(Title I); $10,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); $3,000 MAP testing fees (5000)(Title I); $10,000 Supplemental instructional materials (4000)(Title I); (myON, Gizmos, Discovery Learning, ALEKS) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

• Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

• Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) Charter School will offer the following AP courses: AP English Literature, AP World History, AP Statistics, AP Environmental Science, AP Spanish Language, AP Art History, AP United States History (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$2,000 AP course materials; $3,000 College preparation materials; $2,000 Naviance program; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$2,000 AP course materials (4000)(Title I); $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

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- To provide students with a well-rounded education including programs such as STEM, arts, and civics
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$2,000 Art integration training; $1,500 Health workshop series by Kaiser; $3,000 Field trip expenses *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$2,000 Art integration training (5000)(Title IV); $1,500 Health workshop series by Kaiser (5000)(Title IV); $3,000 Field trip expenses (5000)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 Science supplemental materials; $1,000 STEAM EXPO organization expenses; $500 Focused PD on Coding; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

$3,000 Science supplemental materials (4000)(Title IV);

$1,000 STEAM EXPO organization expenses (5000)(Title IV);

$500 Focused PD on Coding (5000)(Title IV);

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)

$14,000 Chromebooks;

	$6,000 Technology expenses (Smartboards, 3-D printers, etc.) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$14,000 Chromebooks (4000)(Title I or Title IV); $6,000 Technology expenses (4000)(Title I or Title IV) (Smartboards, 3-D printers, etc.) *(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4

Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	20%	25%
ADA rate	97%	97%
Chronic absenteeism rate	10%	8%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	98%	100%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 86.3% Families: 90.7% Staff: 100%	Students: 90% Families: 90% Staff: 100%
School experience survey average approval rates	Students: 66% Families: 87% Staff: 78%	Students: 70% Families: 90% Staff: 80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

• Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

• Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 Parent meeting/workshop expenses; $2,000 Parent activities/events expenses; $18,000 Home visit compensation *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$3,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Title I); $18,000 Home visit compensation (1000)(Title I) $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

• Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)

b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$35,000 Therapist and Edge Coach Salary; $3,000 PD on PBIS, restorative practices, and classroom management; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$35,000 Therapist and Edge Coach Salary; $3,000 PD on PBIS, restorative practices, and classroom management; $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); $ *(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 40% English Learners: 18% Socioeconomically Disadvantaged: 40% Students with Disabilities: 7.6% Homeless: n/a, less than 1% African American: 41.6% Hispanic: 42.22% White: n/a, less than 1% 2017-18 (Actual): All Students: 1.58 percentage points up from the prior year English Learners: 1.33 percentage points down from the prior year Socioeconomically Disadvantaged: .99 percentage points up from the prior year

		Students with Disabilities: 20 percentage points up from the prior year Homeless:n/a, less than 1% African American: 5.69 percentage points down from the prior year Hispanic: 5.72 percentage points up from the prior year White:n/a less than 1%
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 23.8 points below level 3 English Learners: 37.5 points below level 3 Socioeconomically Disadvantaged: 28.7 points below level 3 Students with Disabilities: 85.8 points below level 3 Homeless: N/A, less than 1% African American: 34 points below level 3 Hispanic: 133 points below level 3 White: N/A, less than 1 %

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 46% English Learners: 33% Socioeconomically Disadvantaged: 46% Students with Disabilities: 36% Homeless: less than 1% African American: 41% Hispanic: 46% White: less than 1% 2017-18 (Actual): All Students: 8 percentage points up from the prior year English Learners: 10 percentage points up from the prior year Socioeconomically Disadvantaged: 11 percentage points up from the prior year Students with Disabilities: 21 percentage points up from the prior year Homeless:n/a, less than 1% African American: 1 percentage points up from the prior year Hispanic: 6 percentage points up from the prior year

		White:n/a, less than 1%
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 22% English Learners: 18% Socioeconomically Disadvantaged: 21% Students with Disabilities: 4% Homeless:n/a, less than 1% African American: 17% Hispanic: 25% White: n/a, less than 1% 2017-18 (Actual): All Students: 1 percentage points down from the prior year English Learners: 9 percentage points down from the prior year Socioeconomically Disadvantaged:no change Students with Disabilities: 32.67 percentage points up from the prior year Homeless:n/a, less than 1% African American: 1.31 percentage points up from the prior year

		Hispanic: 1.19 percentage points down from the prior year White:n/a , less than 1 %
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students:72.7 points below level 3 English Learners: 88 points below level 3 Socioeconomically Disadvantaged: 71.8 points below level 3 Students with Disabilities: 128.9 points below level 3 Homeless: n/a, less than 1% African American: 79.5 % points below level 3 Hispanic: 0.9 points below level 3 White:n/a less than 1%
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 38% English Learners: 47% Socioeconomically Disadvantaged: 38%

	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 29%
	Students with Disabilities: 2 percentage points up from the prior year	Homeless: less than 1%
	Homeless: 2 percentage points up from the prior year	African American: 32%
	African American: 2 percentage points up from the prior year	Hispanic: 44%
	Hispanic: 2 percentage points up from the prior year	White: n/a less than 1%
	White: 2 percentage points up from the prior year	2017-18 (Actual):
		All Students: 6 percentage points up from the prior year
		English Learners: 8 percentage points up from the prior year
		Socioeconomically Disadvantaged: 2 percentage points down from the prior year
		Students with Disabilities: 9 percentage points up from the prior year
		Homeless:n/a, less than 1%
		African American: 8 percentage points down from the prior year
		Hispanic: 4 percentage points up from the prior year
		White: 2 percentage points up from the prior year

<table>
<tr>
<td>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</td>
<td>2 percentage points up from the prior year</td>
<td>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.
<table><tr><td>2016-17 (Baseline)</td><td>71.4%</td></tr><tr><td>2017-18 (Projected)</td><td>2 percentage points up from the prior year</td></tr></table></td>
</tr>
<tr>
<td>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</td>
<td>1 percentage point up from the prior year</td>
<td><table><tr><td>2016-17 (Baseline)</td><td>21.7%</td></tr><tr><td>2017-18 (Actual)</td><td>14.8%</td></tr></table></td>
</tr>
<tr>
<td>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</td>
<td>2 percentage points up from the prior year</td>
<td><table><tr><td>2016-17 (Baseline)</td><td>23%</td></tr><tr><td>2017-18 (Actual)</td><td>22.4%</td></tr></table></td>
</tr>
<tr>
<td>Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</td>
<td>2 percentage points up from the prior year</td>
<td><table><tr><td>2016-17 (Baseline)</td><td>41.9%</td></tr><tr><td>2017-18 (Actual)</td><td>30.6%</td></tr></table></td>
</tr>
<tr>
<td>Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</td>
<td>2 percentage points up from the prior year</td>
<td><table><tr><td>2016-17 (Baseline)</td><td>90%</td></tr><tr><td>2017-18 (Actual)</td><td>79.1%</td></tr></table></td>
</tr>
</table>

Percentage of students in grades 9-11 who will participate in the PSAT test	95%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	2016-17 (Baseline): 40% 2017-18 (Actual): 42%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.	• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	2017-18: $11,000 BTSA expenses (5000)(Title II); **$20,000** General fund for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, intervention, ELA support (Title II) (5800) **$900** Title I for PD in immigrant education (3 participants, 2 days, $150 per day) *(See LCAP for non-federally funded expenditures.)*	2017-18: $6,500 BTSA expenses (5000)(Title I); $10,000 Professional Development (5800) (Title II); $5,000 Professional Development (5800) (Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: $285 BrainPOP ESL $1,200 Staff PD Book $10,000 MyOn, tech software (Title 1) $3,000 EL supplemental materials (4000)(Title I); $2,000 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*	2017-18: $3568.60 EL supplemental materials (4000)(Title I); $12,000 MyOn (Title 1) $2,000 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: $40,000 Intervention teacher salaries (1000)(Title I); $50,000 Two teacher aide salaries (2000)(Title I); $70,000 Title-I coordinator salaries (1000)(Title I); $25,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); $3,000 MAP testing fees (5000)(Title I); $5,000 Supplemental instructional materials	2017-18: $48,000 Intervention Counselor (1000)(Title I); $50,000 Two teacher aide salaries (2000)(Title I); $70,000 Title-I coordinator salaries (1000)(Title I); $59,000 Intervention math teacher (3000)(Title I); $5,000 MAP testing fees (5000)(Title I); $13,000 Supplemental instructional materials (4000)(Title I); (Revk,

		(4000)(Title I); (myON, AR, Discovery Learning, ALEKS) *(See LCAP for non-federally funded expenditures.)*	myON, AR, Discovery Learning, ALEKS) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.	• Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: AP Environmental Science, AP US History, AP English Lit, AP World History, AP Statistics, AP Art History	2017-18: $2,000 AP course materials (4000)(Title I); $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $2,000 AP course materials (4000)(Title I); $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

College/Career Readiness:
-100% Graduation, 98% filled out FAFSA for college financial aid, 42 out of 43 seniors applied to college. College readiness course for seniors to plan career, college and future plans.
-50% are attending UC, CSU, Private, HBCU, over 50 college acceptances. 60% on honor roll, high honor roll. 25% of our Seniors are graduating with a State Seal of Biliteracy.
-MyOn reading report shows growth in Lexile reading level, went from 638 in 2016-2017 to 698 at the end of 2017-2018.
-SBAC: ELA 42% met or exceeded standards. Middle School Math distance from level 3 reduced from -73 to -59 (14 points).
-Using Common Core Standards and Curriculum, SSR to build reading skills and power Math and English classes to help with intervention
-MAP Data-test in the Fall of 2017, waiting on results from Spring 2018.
-English learner coordinator on site to assist student,; reclassified 4 students. 15% of our EL population.

Suspension & School Climate: California Dashboard-Our Suspension rate is low, green.
-CIF & SRLA Induction
-1st Place in Robotics Competition-Saturday's event at LEGOLAND, FLL CUP Robotics competition, went very well. There were 62 teams from southern California.
-MPS STEAM Expo Lego robotics team earned 2nd place and our science students who can and two 6th grade female students took home first place in the physical science category.
-MTSS Grant $50,000 for 2018-2019
-2 seniors won Non-Profit Fundraiser Project in Economics
-Teacher won Teacher of the Year for City of Carson

Power Math and Power English are offered, Saturday School, Home visits are scheduled for lowest performing and mid-range students. Tutoring four days a week. We use interim block assessments and interim comprehensive exams to review where students are and have teacher reteach/review the concepts most students missed. Teachers use Khan Academy/Moby Max Math for students to receive individualized instruction. English curriculum includes StudySync and Illuminate standards based practice exams. In Math, MobyMax and Aleks are used to help allow students to build content skills.

MyOn to help students reading levels through dedicated SSR (Silent Sustained Reading). Students who are reading at grade level books and scoring above 70% on quizzes receives incentives. This keeps the motivation high among students to read more. To create ownership, we had three goal setting sessions where students set goals for their classes, as well as for their SBAC Math/ELA tests.

To maintain our graduation rate, we are holding sessions for students to check on graduation requirements and plan for next year in terms of which electives/APs they will take. In addition, students identify if they need credit recovery. Dean of Academics meet with those students for an individualized plan for graduation and follows up with them quarterly.

We have more social-emotional support through our full-time therapist and edge coach to help students learn executive function skills, anger management and impulse control.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

MSA 3 had a minor change in the amount spent on BTSA and Administrative Credential spending because a teacher resigned who was in the BTSA program. Next year we will have a higher spending about in this area since more of our teachers are interns, in the first year after their credential or want to get their admin credential. For instructional material and textbook we had more of an increase then expected because a couple versions of our textbooks were older than required and we wanted to update the content to meet the Common Core Standards. We also started having more elective courses and wanted to have textbook and materials to implement effectively. The plan is to increase textbooks and instructional material in order to meet the enrollment demand and support to instructors. The janitorial services decreased minimally and that is due to the estimate that was given to us by prop 39 and then we adjust our spending based on their invoices; next year there will be an increase, it is yet to be determined. Professional development spending decreased with having an in-house instructional coach to mentor and assist teachers with curriculum and instructional support. There will be an increase next year for our EL coordinator based on experience and new pay scale. Material cost for EL will remain the same since we have less than 25 students and that has been consistent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. Our main goal is to get our instructors more support in the classroom and focus on intervention for our students who need additional support.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics.	2017-18: $2,000 Art integration training (5000)(Title IV); $1,500 Health workshop series by Kaiser (5000)(Title IV); $3,000 Field trip expenses (5000)(Title I) *(See LCAP for non-federally funded expenditures.)*	2017-18: $2,000 Art integration training (5000)(Title IV); $1,500 Health workshop series by Kaiser (5000)(Title IV); $3,000 Field trip expenses (5000)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: $3,000 Science supplemental materials (4000)(Title IV); $1,000 STEAM EXPO organization expenses (5000)(Title IV); $500 Focused PD on Coding (5000)(Title IV); *(See LCAP for non-federally funded expenditures.)*	2017-18: $3,000 Science supplemental materials (4000)(Title IV); $1,000 STEAM EXPO organization expenses (5000)(Title IV); $500 Focused PD on Coding (5000)(Title IV); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that technology supports instruction.	• Charter School provided technology to support instruction (Chromebooks, replacing computer pieces, projectors, docu-cameras)	2017-18: 5,000 Chromebooks (Title I); $6,000 Technology expenses (Title I) *(See LCAP for non-federally funded expenditures.)*	2017-18: 25,000 Chromebooks (Title I); $6,000 Technology expenses (Title I) *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our test scores are in par with other school districts, and we offer 5 AP courses this year, and over 53 students were enrolled in at least one class. We offer PSAT for 8th-12th grade. Magnolia Science Academy 3 is ranked #1200 in the National Rankings and earned a silver medal by U.S. News. Our Robotics team which helps students who scored Standard Nearly Met on the SBAC competed in San Diego Tournament and won first place. Our video production & Animation course for middle school was able to earn high ranking achievement and awards at the Latino Film Festival in Los Angeles. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc. Three of our teachers were recognized by The City of Carson, The NAACP, and the Leader In Me Conference. We have Advanced Math class/club participation and successful participation, Computer class participation and passing rates are high, and we developed an AP Computer Science course, as well as over 150 STEAM project completion.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We strategize to decrease teacher turnover and decided to add a Vice Principal to be an instructional coach and help support principal with operations of the school. Next year we plan to add in more intervention teachers to support our students academically. We are hiring teachers at a better rate so they will want to invest in the school and students. We ordered chromebooks so now we have a 1 to 1 ratio.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	20%	20%
ADA rate	97%	97%
Chronic absenteeism rate	10%	10%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	95%	98%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%

School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 76.4% Families: 48.3% Staff: 90.2%
School experience survey average approval rates	Students: 55% Families: 86% Staff: 60%	Students: 66% Families: 87% Staff: 78%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	• We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically underperforming students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	2017-18: $3,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Title I); $3,000 ParentSquare communication software (5000)(Title I); $10,000 Home visit compensation (1000)(Title I);	2017-18: $3,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Title I); $3,000 ParentSquare communication software (5000)(Title I); $10,000 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*

		(See LCAP for non-federally funded expenditures.)	

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	• We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	2017-18: $??? Behavior Counselor Salary (1000)(Title I); $5,000 Edge Coaching (5000)(Title I); $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $??? Behavior Counselor Salary (1000)(Title I); $5,000 Edge Coaching (5000)(Title I); $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have to focus more attention on ADA, we decreased slightly. We have sufficient stakeholder meetings; over 40 per year and we offer a variety of ways for

students to stay connected but we have to improve our survey results. Offering electives, the students want, hearing more from parents on their priorities and ensuring teachers are doing home visits effectively and strategically.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Home visit increase over $10,000 to reach more students who need intervention. There was an increase. We had 185 home visits for the 2017-2018 school year. We plan to have 120 in 2018-2019.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$196,665 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$196,665

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$176,005

Title II, Part A: Supporting Effective Instruction	$20,660
Title III, Part A: Language Instruction for English Learners and Immigrant Youth	0
Title IV Part A: Student Support and Academic Enrichment Grants	

Subtotal of consolidated federal funds for this school: $196,665

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$3,397,785
Supplemental and Concentration Grant Funds	$1,061,348
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of consolidated state or local funds for this school: $4,459,133

Total of consolidated (federal, state, and/or local) funds for this school: $4,655,798

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.

Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if

appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

c. the devotion of sufficient resources to effectively carry out professional development activities; and

d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-4	19647330117622	10/29/18	11/08/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions

on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

X To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

X To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

X To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8,11):	2017-18 (Baseline): All Students: 32.63% Socioeconomically Disadvantaged: 33.33% Students with Disabilities: 13.33% Hispanic: 28.99	2018-19 (Expected): All Students: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8,11)	2016-17 (Baseline): All Students: 41.6 points below level 3 Socioeconomically Disadvantaged: 37.5 points below level 3 Hispanic: 37.2 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Hispanic: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 72.7%	2018-19 (Expected): All Students: 3 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8,11):	2017-18 (Baseline): All Students: 8.42% Socioeconomically Disadvantaged: 4.76% Students with Disabilities: 0% Hispanic: 2.90%	2018-19 (Expected): All Students: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 92.9 points below level 3 Socioeconomically Disadvantaged: 91.2 points below level 3 Hispanic: 92.9 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Hispanic: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 49.2%	2018-19 (Expected): All Students: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	98%	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	47%	5 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	55%	102 percentage points up from the prior year

Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	10%	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses who satisfy the UC/CSU or career technical education program requirements	95%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	6%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

• Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

• Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$7,300 Professional Development expenses; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title II *(See LCAP for non-federal sources.)*
Budget Reference(s)	$7300 Professional Development expenses (5800)(Title II); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$500 Focused PD on ELD standards *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$500 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Charter School will provide additional supports and interventions to all students, including ELs.

• Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, RTI coordinator, leadership team)

a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*$1,000 Ironbox Supplemental Resource* *$7,000 Power Math Teacher Salary* *$6250 Power English Teacher Salary* *$10,000 Saturday School Teacher Salaries* *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	*$1,000 Ironbox Supplemental Resource (Title I)* *$7,000 Power Math Teacher Salary (Title I)* *$6250 Power English Teacher Salary (Title I)* *$10,000 Saturday School Teacher Salaries (Title I)* *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

• Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

• Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) Charter School will offer the following AP courses: English, Statistics, Spanish and World History (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$2,000 AP course materials; $2,000 SAT/ACT preparation; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$2,000 AP course materials (College Readiness Block Gant - CRBG); $2,000 SAT/ACT preparation (5000)(CRBG); *(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

X To provide students with a well-rounded education including programs such as STEAM, and civics

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	2%	2%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

4) Charter School will design and implement engineering-related courses and activities, such as Code.org activities, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1,500 Science supplemental materials; $1,000 STEAM EXPO organization expenses; $500 STEAM Focused PD *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$1,500 Science supplemental materials (4000)(Title IV); $1,000 STEAM EXPO organization expenses (5000)(Title IV); $500 Focused PD on Coding (5000)(Title IV); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 STEAM-based stipend – Wonder Media $3,000 STEAM -based stipend – 3-D printing club and Robotics *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$3,000 STEAM-based stipend – Wonder Media (4000)(Title IV); $3,000 STEAM-based stipend – 3-D printing and Roborics (4000)(Title IV) *(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

X To seek parent input in making decisions for the Charter School

X To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid middle school dropout

☐ To avoid high school dropout

☐ To increase high school graduation rate

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	6
Number of PTF meetings per year	4	8
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	10%	10%
ADA rate	95%	96%
Chronic absenteeism rate	20.11%	10%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	100%	100%
Student suspension rate	0%	.5%
Student expulsion rate	0%	1.7%
School experience survey participation rates	Students: 97.8% Families: 37.7% Staff: 100%	Students: 99% Families: 40% Staff: 100%
School experience survey average approval rates	Students: 78% Families: 98% Staff: 89%	Students:80% Families: 99% Staff: 90%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.

• Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

• Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Charter School will schedule at least quarterly SSC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

4) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$4,000 Parent meeting/workshop/college expenses; $500 Parent activities/events expenses; $2,500 Home visit compensation *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$4,000 Parent meeting/workshop/college expenses (4000)(Title I);

Amount(s)	$4,000 Parent meeting/workshop/college expenses; $500 Parent activities/events expenses; $2,500 Home visit compensation *(See LCAP for non-federally funded expenditures.)*
	$500 Parent activities/events expenses (4000)(Title I); $2,500 Home visit compensation (1000)(Title I) $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

• Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)

b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$24,900 Imagine Etiquette Mentoring and Leadership; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$24,900 Imagine Etiquette Mentoring and Leadership (Title I); *(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8,11):	2017-18 (Expected): All Students: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year	2016-17 (Baseline): All Students: 31.1% Socioeconomically Disadvantaged: 30.44% Students with Disabilities: 0% Hispanic: 32.9% 2017-18 (Actual): All Students: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8,11)	2017-18 (Expected): All Students: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Hispanic: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: -2.3 points down from the prior year Socioeconomically Disadvantaged: 6.4 points up from the prior year Hispanic: 7.8 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 50% Socioeconomically Disadvantaged: 50%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		2017-18 (Actual): All Students: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8,11):	2017-18 (Expected): All Students: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year	2016-17 (Baseline): All Students: 17.20% Socioeconomically Disadvantaged: 18.06%% Students with Disabilities: 0% Hispanic: 20.51% 2017-18 (Actual): All Students: -17.6 percentage points down from the prior year Socioeconomically Disadvantaged: 19 percentage points down from the prior year

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Hispanic: 14.6 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Hispanic: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: -0.5 percentage points down from the prior year Socioeconomically Disadvantaged: 3.1 percentage points up from the prior year Hispanic: 1.9 percentage points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 50% 2017-18 (Actual): All Students: 15 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 90% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	2016-17 (Baseline): 33% 2017-18 (Actual): 47%
Percentage of students who will receive a grade of “C” or better (or perform	80%	80%

Metric/Indicator	Expected Outcomes	Actual Outcomes
"proficient" on the related state standardized tests) in core subjects and electives		
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2 percentage points up from the prior year	2016-17 (Baseline): 56% 2017-18 (Actual): 30%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2 percentage points up from the prior year	2016-17 (Baseline): 10% 2017-18 (Actual): 10%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2 percentage points up from the prior year	2016-17 (Baseline): 90% 2017-18 (Actual): 100%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	2016-17 (Baseline): 30% 2017-18 (Actual): 30%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also	• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment.	2017-18: $2,000 Title I for MAP test $7,000 for 1 ELA teacher for 12.5% $6.000 benefits	2017-18: $2,000 Title I for MAP test $7,000 for 1 ELA teacher for 12.5% $6.000 benefits

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
monitor and evaluate teachers for their performance.	We also monitored and evaluated all our teachers for their performance.	$7,000 for 1 Math teacher for 12.5% $6.000 benefits *(See LCAP for non-federally funded expenditures.)*	$7,000 for 1 Math teacher for 12.5% $6.000 benefits *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: $2,000 Title I for MAP test $7,000 for 1 ELA teacher for 12.5% $6.000 benefits $2,500 Title I for PD in ELD support and interventions PD, conferences, workshops and training. Focused PD on English Learners: ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training	2017-18: $2,000 Title I for MAP test (4000)(Title I); $7,000 for 1 ELA teacher for 12.5% $6.000 benefits *(See LCAP for non-federally funded expenditures.)*

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		Rigor by Design: Leading the Learning of English Learners and Immigrant Students $3,000 EL supplemental materials (4000)(Title I); $2,000 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*	

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: $2,000 MAP testing fees (5000)(Title I); $13,000 Supplemental instructional materials (4000)(Title I); (myON) *(See LCAP for non-federally funded expenditures.)*	2017-18: $2,000 MAP testing fees (5000)(Title I); $13,000 Supplemental instructional materials (4000)(Title I); (myON) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.	• Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: English, Statistics, Spanish and World History	2017-18: $2,000 AP course materials (CRBG) $3,000 College preparation materials (4000)(Title I); $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $2,400 AP course materials (CRBG) $2,000 Naviance program (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 has realized a RFEP rate of 47%, which outpaces LAUSD's reclass rate. MSA 4 also strives to service a diverse group of learners

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	2%	2%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: $3,000 supplemental materials (4000)(Title IV); $1,000 STEAM EXPO organization expenses (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $3,000 supplemental materials (4000)(Title IV); $1,000 STEAM EXPO organization expenses (5000)(Title IV); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that technology supports instruction.	• Charter School provided technology to support instruction (Chromebooks)	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 offers a math club for students who need acceleration. All of MSA 4's students take the prescribed computer course prior to graduation from MSA 4. Out students also participate in various events that allow our students the opportunity to delve into STEAM related activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	6
Number of PTF meetings per year	4	8
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	10%	2%
ADA rate	95%	96%
Chronic absenteeism rate	20.11%	10%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	100%	100%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 97.8% Families: 37.7% Staff: 100%	Students: 99% Families: 40% Staff: 100%
School experience survey average approval rates	Students: 78% Families: 98% Staff: 89%	Students: 80% Families: 99% Staff: 90%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	• We held regular SSC and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	2017-18: $3,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Title I); $7,000 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $3,000 Parent meeting/workshop expenses (4000)(Title I); $2,000 Parent activities/events expenses (4000)(Title I); $ 50.00 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	• We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented facets of PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	2017-18: $10,000 Imagine Etiquette Mentoring and Leadership Program (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $10,000 Imagine Etiquette Mentoring and Leadership Program (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 boasts a 0% suspension/expulsion rate. MSA 4 utilizes facets of PBIs in addition to Imagine Etiquette's Mentoring and Leadership program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only area that we experienced a material difference in is the expense allocated for home visits. This is an area where staff and family buy-in has been difficult. The ability to earn $50.00 per visit is not enough of an incentive. It is also a challenge getting our parents to welcome us into their home. In all other areas, we only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The

Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$73,215 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$72,550

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$55,905
Title II, Part A: Supporting Effective Instruction	$7,310
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	$0 (EL) $0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	$10,000

Subtotal of consolidated federal funds for this school: $72,550

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$1,696,665
Supplemental and Concentration Grant Funds	$257,891
Title I	$55,905
Title II	$7,310
Title IV	$10,000

Subtotal of consolidated state or local funds for this school: $72,550

Total of consolidated (federal, state, and/or local) funds for this school: $2,027,771

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and

   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-5	19 10199 0137679	10/29/18	11/08/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including two Coffee with the Admin meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with

specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff made over 35% of the student population home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

☐ To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): All Students: 46% English Learners: 7% Socioeconomically Disadvantaged: 50% Students with Disabilities:	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically

	17% Hispanic: 46%	Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 25.5 points below level 3 English Learners: 67.8 points below level 3 Socioeconomically Disadvantaged: 28.9 points below level 3 Students with Disabilities: 126.9 points below level 3 Hispanic: 36.9 points below level 3 White: .1 points above level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 67% English Learners: 32% Socioeconomically Disadvantaged: 69% Students with Disabilities: 22% Hispanic: 68%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year

		Hispanic: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Baseline): All Students: 34% English Learners: 13% Socioeconomically Disadvantaged: 36% Students with Disabilities: 14% Hispanic: 33%	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 91.1 points below level 3 English Learners: 120.4 points below level 3 Socioeconomically Disadvantaged: 94.2 points below level 3 Students with Disabilities: 191.7 points below level 3 Hispanic: 105.3 points below level 3 White: 64.4 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 64% English Learners: 27%	2018-19 (Expected): All Students: 2 percentage points up from the prior year

	Socioeconomically Disadvantaged: 67% Students with Disabilities: 29% Hispanic: 62%	English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	30%	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	20%	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	70%	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	N/A	N/A
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	N/A
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	N/A	N/A
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	10%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

• Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

• Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$6,100 Professional Development; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title II *(See LCAP for non-federal sources.)*
Budget Reference(s)	$10,000 Professional Development (5800) (Title II); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Charter School will provide additional supports and interventions to all students, including ELs.

• Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, RTI coordinator, leadership team)

a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)
b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)
b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)

$66,644 Intervention teacher salaries (1000)(Title I);
$19,533 Intervention teacher benefits (3000)(Title I);
$1,687 Tuition Reimbursement (5000)(Title II)

	(See LCAP for non-federally funded expenditures.)
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$66,644 Intervention teacher salaries (1000)(Title I); $19,533 Intervention teacher benefits (3000)(Title I); $1,687 Tuition Reimbursement (5000)(Title II) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

• Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

• Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) Charter School will offer the following AP courses: Spanish and English Language Arts. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

☐ To provide students with a well-rounded education including programs such as STEM, arts, and civics

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 Non Capitalized equipment (4000)(Title IV); (Smartboards? 3-D printers? etc.) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$3,000 Non Capitalized equipment (4000)(Title IV); (Smartboards? 3-D printers? etc.) *(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

☐ To seek parent input in making decisions for the Charter School

☐ To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid middle school dropout

☐ To avoid high school dropout

☐ To increase high school graduation rate

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	35%	35%
ADA rate	95%	95%
Chronic absenteeism rate	10%	15%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	98%	100%
Student suspension rate	0%	1%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 90% Families: 90% Staff: 80%

School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 65% Families: 90% Staff: 80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

• Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

• Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Charter School will communicate with the parents of academically underperforming students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$4,815 Parent meeting/workshop expenses (4000)(Title I); $10,000 Home visit compensation (1000)(Title I) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$4,815 Parent meeting/workshop expenses (4000)(Title I); $10,000 Home visit compensation (1000)(Title I) $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

• Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)

b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$6,000 Mitchell Family Counseling(5000)(Title IV); $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$6,000 Mitchell Family Counseling(5000)(Title IV); $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); $3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 33% English Learners: 6% Socioeconomically Disadvantaged: 34% Students with Disabilities: 8% Hispanic: 29% White: 39% 2017-18 (Actual): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points

		up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 25.5 below level 3 English Learners: 67.8 below level 3 Socioeconomically Disadvantaged: 28.9 below level 3 Students with Disabilities: 126.9 below level 3 Hispanic: 36.9below level 3 White: 0.1 above level 3
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 67% English Learners: 32% Socioeconomically Disadvantaged: 69% Students with Disabilities: 22% Hispanic: 68% White: N/A 2017-18 (Actual): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year

		Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 16% English Learners: 3% Socioeconomically Disadvantaged: 15% Students with Disabilities: 0% Hispanic: 11% White: 15% 2017-18 (Actual): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points

		up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 91.1 below level 3 English Learners:120.4 below level 3 Socioeconomically Disadvantaged: 94.2below level 3 Students with Disabilities: 191.7 below level 3 Hispanic: 105.3 below level 3 White: 64.4 below level 3
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 64% English Learners: 27% Socioeconomically Disadvantaged: 67% Students with Disabilities: 29% Hispanic: 62% White:N/A 2017-18 (Actual): All Students: 2 percentage points up from the prior year English Learners: 2

		percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 30% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	2016-17 (Baseline): 20% 2017-18 (Actual): 34%
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	70%	70%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	N/A	2016-17 (Baseline): N/A 2017-18 (Actual): N/A
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	2016-17 (Baseline): N/A 2017-18 (Actual): N/A

Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	N/A	2016-17 (Baseline): N/A 2017-18 (Actual): N/A
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	2016-17 (Baseline): 10% 2017-18 (Actual): 12%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.	• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	2017-18: $6,000 BTSA expenses (5000)(Title II); $3,000 EL Authorization expenses (5000) *(See LCAP for non-federally funded expenditures.)*	2017-18: $6,180 BTSA expenses (5000)(Title II); $3,000 EL Authorization expenses (5000) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: $25,000 Intervention teacher salaries (1000)(Title I); $15,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $52,156 Intervention teacher salaries (1000)(Title I); $23,688 Intervention teacher and Title-I coordinator benefits (3000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.	• Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: Spanish ELA	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We showed considerable growth in both ELA and Math on the CAASPP in all of our major subgroups, ELs, SPED, Socio-economically disadvantaged and Hispanic.. We have also added two AP Classes for the upcoming school year. Our school had reclassified 20% of our ELs.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures except we spent more for our intervention teachers as we saw from the prior years data our students needed more support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	3%

Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	75%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics.	2017-18:*(See LCAP for non-federally funded expenditures.)*	2017-18:*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that technology supports instruction.	• Charter School provided technology to support instruction (Chromebooks, Smartboard TVs)	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. All middle school students will have an opportunity to participate in a Computer Class during one semester. Also, through data we continued to identify students who can participate in the Advanced Math Class. Finally, our students won seven medals at our organizations STEAM Expo.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent	5	5

involvement per year		
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	35%	35%
ADA rate	95%	94%
Chronic absenteeism rate	15%	16%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	95%	98%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 85% Families: 55% Staff: 85%	Students: 96% Families: 86% Staff: 100%
School experience survey average approval rates	Students: 60% Families: 90% Staff: 80%	Students: 64% Families: 97% Staff: 93%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the	• We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically underperforming students,	2017-18: $3,000 Parent meeting/workshop expenses (4000)(Title	2017-18: $1,200 Parent meeting/workshop expenses (4000)(Title I);

school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	I); $1,000 Parent activities/events expenses (4000)(Title I) $5,000 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*	$620 Parent activities/events expenses (4000)(Title I); $8,100 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	• We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 has gone four years without an expulsion and met LCAP goal of keeping a low suspension rate. Also, MSA-5's survey results show approval growth from parents from 94% to 97% and student approval went up 61% to 64%. MSA-5's ADA has maintained at or near 95% as well.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. IS THERE ANY OTHER FEEDBACK FROM SURVEYS RELATED TO THE CONNECTION GOAL THAT YOU PLAN TO IMPLEMENT??? We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$103,051(excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$118,778

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	**Allocation ($)**
Title I, Part A: School Allocation	$84,634
Title II, Part A: Supporting Effective Instruction	$8,417
Title III, Part A: Language Instruction for English Learners and Immigrant Youth	$4,457 (EL) $0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	$10,000

Subtotal of consolidated federal funds for this school: $107,508

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$2,148,412
Supplemental and Concentration Grant Funds	$585,537
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of consolidated state or local funds for this school: $2,733,949

Total of consolidated (federal, state, and/or local) funds for this school: $2.255,920

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and

   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year:2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 6	19-64733-0117648	10/18/18	11/8/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Magnolia Science Academy-6 conducts surveys for parents, students, and staff, and the Magnolia Science Academy-6 staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Magnolia Science Academy-6 has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

Magnolia Science Academy-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Magnolia Science Academy-6 held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the

Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Magnolia Science Academy-6 staff also made 25%, of total student population, make home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

☐ To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): All Students: 48% English Learners: 13% Socioeconomically Disadvantaged: 46% Students with Disabilities: 17% African American: 42% Hispanic: 47%	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year African American: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 8.9 points below level 3 English Learners: 30.2 points below level 3 Socioeconomically Disadvantaged: 14.7 points below level 3 Students with Disabilities: 62.8 points below level 3 African American: 11.9 points above level 3 Hispanic: 14.1 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 44% English Learners: 50% Socioeconomically Disadvantaged: 43% Students with Disabilities: 38% African American: 50% Hispanic: 44%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Baseline): All Students: 39% English Learners: 20% Socioeconomically Disadvantaged: 35% Students with Disabilities: 21% African American: 42% Hispanic: 36%	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year African American: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 56.3 points below level 3 English Learners: 78 points below level 3 Socioeconomically Disadvantaged: 60.3 points below level 3 Students with Disabilities: 86.2 points below level 3 Hispanic: 62.2 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 48% English Learners: 45% Socioeconomically Disadvantaged: 48% Students with Disabilities: 41% African American: 30% Hispanic: 48%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	91.2%	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	47.4%	1 percentage point up from the prior year

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	1 percentage point up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Magnolia Science Academy-6 will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Magnolia Science Academy-6 will also annually review master schedule/teacher assignments to ensure compliance.

• Magnolia Science Academy-6 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Magnolia Science Academy-6 will annually review budget and plan to ensure adequate budget for instructional materials.

• Magnolia Science Academy-6 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment.Magnolia Science Academy-6 will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Magnolia Science Academy-6 will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Magnolia Science Academy-6 will identify teacher credentialing needs and support teachers’ credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Magnolia Science Academy-6 will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Magnolia Science Academy-6 will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) Magnolia Science Academy-6 will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Magnolia Science Academy-6 leadership team will make daily classroom observations using the MPS teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Magnolia Science Academy-6 will evaluate its teachers for their performance. Magnolia Science Academy-6 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. Magnolia Science Academy-6 may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$7,000 BTSA expenses; $4,000 Professional Development; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title II *(See LCAP for non-federal sources.)*
Budget Reference(s)	$7,000 BTSA expenses (5000)(Title II); $4,000 Professional Development (5800) (Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Magnolia Science Academy-6 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Magnolia Science Academy-6 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Magnolia Science Academy-6 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Magnolia Science Academy-6 will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which

includes one-on-one teacher support and small group instruction. Magnolia Science Academy-6 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Magnolia Science Academy-6 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Magnolia Science Academy-6 will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c)Magnolia Science Academy-6 will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Magnolia Science Academy-6 will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Magnolia Science Academy-6 is a member of the Magnolia Science Academy consortium for Title III EL funds. Per the MOU of the Consortium, Magnolia Science Academy-6 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Magnolia Science Academy-6 will provide additional supports and interventions to all students, including ELs.

• Magnolia Science Academy-6 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Magnolia Science Academy-6 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, RTI coordinator, leadership team)

a) Magnolia Science Academy-6 will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Magnolia Science Academy-6 will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Magnolia Science Academy-6 will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Magnolia Science Academy-6 will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) Magnolia Science Academy-6 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Magnolia Science Academy-6 will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) Magnolia Science Academy-6 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$16,000 Intervention teacher salaries; $6,900 Intervention teacher benefits; $10,000 Supplemental instructional materials; (myON) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$16,000 Intervention teacher salaries; (Title I) $6,900 Intervention teacher benefits; (Title I) $10,000 Supplemental instructional materials; (myON) (Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Magnolia Science Academy-6 will offer individual graduation plans, outlining the classes students will take during their high school years.

• Magnolia Science Academy-6 will offer “SSR/advisory” classes (data sharing, advising, life skills building) and classes and programs preparing students for college readiness.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will promote a college-going culture college visits, career fairs, partnership with college such as UCLA, and other college related activities.

Action Steps & Person(s) Responsible:

1) Magnolia Science Academy-6 students will have access to high qualified teachers who can prepare students for the rigor of high school and college.

2) Magnolia Science Academy-6 will offer SSR classes in grades 6-8to help students understand their grades, speak with their teacher in order to keep students motivated for higher learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

☐ To provide students with a well-rounded education including programs such as STEM, arts, and civics

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Magnolia Science Academy-6 as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Magnolia Science Academy-6 's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Magnolia Science Academy-6 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Magnolia Science Academy-6 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Magnolia Science Academy-6 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will provide students with a well-rounded education including programs such as health and physical education.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Magnolia Science Academy-6 willstrive to offer additional programs such as elective courses, clubs, health and physical education, etc.(ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Magnolia Science Academy-6 willstrive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc.(ongoing)(Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$6,000 Student Counseling $1,500 STEM Field trip transportation $1,500 Anti-bullying assembly $1,000 School programs-academic competitions *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$6,000 Student Counseling $1,500 STEM Field trip transportation $1,500 Anti-bullying assembly *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Magnolia Science Academy-6 will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Magnolia Science Academy-6 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Magnolia Science Academy-6 will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Magnolia Science Academy-6 willdesign its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Magnolia Science Academy-6 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Magnolia Science Academy-6 will organize a STEAM Festival/EXPO and provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1,000 School programs-academic competitions *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$1,000 School programs-academic competitions *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Magnolia Science Academy-6 will offer Computer/Technology classes and/or blended learning experience for our students. Magnolia Science Academy-6 will also keep its technology up to date. Magnolia Science Academy-6 teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Magnolia Science Academy-6 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology.(prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers willeffectively use challenging resources that are mentally, visually, aurally,and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)(ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers willmodel and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers willprovide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

☐ To seek parent input in making decisions for the Magnolia Science Academy-6

☐ To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid middle school dropout

☐ To avoid high school dropout

☐ To increase high school graduation rate

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	8	8
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	25%	25%
ADA rate	97%	98%
Chronic absenteeism rate	10%	8%
Middle school dropout rate	0%	0%
High school dropout rate	N/A	N/A
Four-year cohort graduation rate	N/A	N/A
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 100%	Students: 90% Families: 90% Staff: 100%
School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 65% Families: 90% Staff: 80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Magnolia Science Academy-6 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

• Magnolia Science Academy-6 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Magnolia Science Academy-6 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Magnolia Science Academy-6 will communicate further with the parents of students who are performing below grade level.

• Magnolia Science Academy-6 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Magnolia Science Academy-6 will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Magnolia Science Academy-6 will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Magnolia Science Academy-6 will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Magnolia Science Academy-6 teachers will schedule and make home-visits.Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

5) Magnolia Science Academy-6 will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$5,000 Parent meeting/workshop expenses; $2,000 Home visit compensation *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$5,000 Parent meeting/workshop expenses; $2,000 Home visit compensation $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Magnolia Science Academy-6 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Magnolia Science Academy-6 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Magnolia Science Academy-6 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Magnolia Science Academy-6 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

•Magnolia Science Academy-6 will implement policies that encourage and support student attendance, positive student behavior and improvements. Magnolia Science Academy-6 teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Magnolia Science Academy-6 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Magnolia Science Academy-6 will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)

b) Magnolia Science Academy-6 will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

2) Magnolia Science Academy-6 will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

3) Magnolia Science Academy-6 will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$10,000Behavior Counselor Salary; $1,500 Anti-bullying assembly (Title IV) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$10,000Behavior Counselor Salary; (Title I) $1,500 Anti-bullying assembly (Title IV) $ *(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 3	2016-17 (Baseline): All Students: 43% English Learners: 5%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 41% Students with Disabilities: 15% African American: 25% Hispanic: 44% 2017-18 (Actual): All Students: 48% English Learners: 13% Socioeconomically Disadvantaged: 46% Students with Disabilities: 17% African American: 41% Hispanic: 46%
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 7.2 points up from the previous year English Learners: 31.6 points up from the previous year Socioeconomically Disadvantaged: 11.7 points up from the previous year Students with Disabilities: 7.1 points up from the previous year. African American: 19.6 points up from the previous year Hispanic: 8.6 points up from the previous year

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 48% English Learners: 39% Socioeconomically Disadvantaged: 46% Students with Disabilities: 64% African American: 44% Hispanic: 48% 2017-18 (Actual): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically	2016-17 (Baseline): All Students: 25% English Learners: 5% Socioeconomically Disadvantaged: 24% Students with Disabilities: 11%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year	African American: 15% Hispanic: 25% 2017-18 (Actual): All Students: 39% English Learners: 20% Socioeconomically Disadvantaged: 35% Students with Disabilities: 21% African American: 41% Hispanic: 36%
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: -75.3 English Learners: -104.8 Socioeconomically Disadvantaged: -76.4 Students with Disabilities: -116.3 African American: -92.3 Hispanic: -76.6
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage	2016-17 (Baseline): All Students: 46% English Learners: 30% Socioeconomically Disadvantaged: 34% Students with Disabilities: 29%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	African American: 24% Hispanic: 37% 2017-18 (Actual): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	1 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available currently. 2016-17 (Baseline): 91.2% 2017-18 (Projected): 1 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	2016-17 (Baseline): 64% 2017-18 (Actual): 42%
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	80%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	N/A	2016-17 (Baseline) 2017-18 (Actual)
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	2016-17 (Baseline) 2017-18 (Actual)
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	N/A	2016-17 (Baseline) 2017-18 (Actual)
Percentage of students in grades 9-11 who will participate in the PSAT test	N/A	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	N/A	2016-17 (Baseline) 2017-18 (Actual)

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Magnolia Science Academy-6 will also monitor and evaluate teachers for their performance.	• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	2017-18: $8,000 Professional Development (5000) (Title II); *(See LCAP for non-federally funded expenditures.)*	2017-18: $8,339 Professional Development (5000)(Title II); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Magnolia Science Academy-6 provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: $1585 EL supplemental materials (4000)(Title I); $1,000 Focused PD on ELD standards (5800)(Title II) *(See LCAP for non-federally funded expenditures.)*	2017-18: $1,653 EL supplemental materials (4000)(Title I); $1,155 Focused PD on ELD standards (5800)(Title II) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Magnolia Science Academy-6 provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: $40,000 Intervention teacher salaries (1000) (Title I) $3,000 Saturday school (1000) Title I $2,500 MAP testing fees (5000)(Title I); $10,000 Supplemental instructional materials (4000)(Title I); (myON) *(See LCAP for non-federally funded expenditures.)*	2017-18: $42,000 Intervention teacher salaries (1000) (Title I) $3,300 Saturday school (1000) Title I $2025 MAP testing fees (5000)(Title I); $10,000 Supplemental instructional materials (4000)(Title I); (myON) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will promote a college-going culture through college visits, and other college related activities.		2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

After implementing our strategies (smaller intervention groups, ELD classes, ALEKS, IAB tests, analyzing data...etc) for improving student growth, we have seen growth in the overall scores for ELA and for Math. For ELA, we seen a 5% increase from 43% to 48%, which was our target. Due to the overall increase in score, our subgroups also showed growth as well. This is true for math as well, where we have seen a 14% growth from 25% to 39%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Magnolia Science Academy-6 as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Magnolia Science Academy-6 's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will provide students with a well-rounded education including programs such as health and physical education and arts.	• Magnolia Science Academy-6 provided students with a well-rounded education including programs such as health and physical education and arts.	2017-18: $3,000 Field trip expenses (5000)(Title I) *(See LCAP for non-federally funded expenditures.)*	2017-18: $3,000 Field trip expenses (5000)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Magnolia Science Academy-6 provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: $500 Science Show (5000)(Title I); $500 STEAMEXPO organization expenses (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $470 Science Show (5000)(Title I); $500 STEAMEXPO organization expenses (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will ensure that technology supports instruction.	• Magnolia Science Academy-6 provided technology to support instruction (Chromebooks, Vex, 3d printer, hi-speed internet)	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

After implementing our strategies (smaller intervention groups, ELD classes, ALEKS, IAB tests, analyzing data...etc) for improving student growth, we have seen growth in the overall scores for ELA and for Math. For ELA, we seen a 5% increase from 43% to 48%, which was our target. Due to the overall increase in score, our subgroups also showed growth as well. This is true for math as well, where we see a 14% growth from 25% to 39%.

Due to this growth, we are looking into having students participate in different types of academic competitions such as AMC 8 math and/or the PSAT's.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	8	8

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	25%	25%
ADA rate	98%	98%
Chronic absenteeism rate	3%	2.5%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	N/A	N/A
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 98% Families: 65% Staff: 95%	Students: 99% Families: 84% Staff: 100%
School experience survey average approval rates	Students: 75% Families: 95% Staff: 90%	Students: 98% Families: 65% Staff: 95%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will pursue an integrated strategy to support	• We held regular SSC, ELAC, and PTF meetings and parent activities/events.	2017-18: $5,500 Parent	2017-18: $5,500 Parent

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	meeting/workshop expenses (4000)(Title I); $2,000 Parent communication/postage (5000)(Title I); $1,000 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*	meeting/workshop expenses (4000)(Title I); $1,900 Parent communication/postage (5000)(Title I); $900 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will provide students with 4-year plans and support programs to ensure timely high school graduation. Magnolia Science Academy-6 will implement policies that encourage and support student attendance, positive student behavior and improvements. Magnolia Science Academy-6 teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		2017-18: $ 8,500 Student Behavior counseling (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $8,425 Student Behavior Counseling (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices;

acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After implementing our strategies (smaller intervention groups, ELD classes, ALEKS, IAB tests, analyzing data...etc) for improving student growth, we have seen growth in the overall scores for ELA and for Math. For ELA, we seen a 5% increase from 43% to 48%, which was our target. Due to the overall increase in score, our subgroups also showed growth as well. This is true for math as well, where we seen a 14% growth from 25% to 39%. We believe the plan was effective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$73,599 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$73,599

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$56,664
Title II, Part A: Supporting Effective Instruction	$6935
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	
Title IV Part A: Student Support and Academic Enrichment Grants	$10,000

Subtotal of consolidated federal funds for this school: $73,599

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$1,288,964
Supplemental and Concentration Grant Funds	$385,400
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of consolidated state or local funds for this school: $1,674,364

Total of consolidated (federal, state, and/or local) funds for this school: $1,747,963

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC*52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office atTITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The schoolshould reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing itsgoals(described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC*Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC*Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

c. the devotion ofsufficient resources to effectively carry out professional development activities; and

d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-7	19-67733-0117655	10/16/18	11/8/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 7 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with

specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 68 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

☐ To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): All Students: 50 % English Learners: 12 % Socioeconomically Disadvantaged: 41 % Students with Disabilities: 29 % Homeless: ... Asian: 77 % Hispanic: 41 % White: 70 %	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless Asian: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18(Baseline): All Students: 7 points below level 3 English Learners: 85 points below level 3 Socioeconomically Disadvantaged: 27 points below level 3 Students with Disabilities: 47 points below level 3 Homeless: Asian: 53 points above level 3 Hispanic: 28 points below level 3 White: 30 points above level 3	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: Asian: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 51 % English Learners: 35 % Socioeconomically Disadvantaged: 34 % Students with Disabilities: 31 % Hispanic: 46 % White: 67 %	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Baseline): All Students: 37 % English Learners: 3 % Socioeconomically Disadvantaged: 23 % Students with Disabilities: 24 % Homeless: Asian: 77 % Hispanic: 19 % White: 61 %	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: Asian: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18(Baseline): All Students: 28 points below level 3 English Learners: 97 points below level 3 Socioeconomically Disadvantaged: 53 points below level 3 Students with Disabilities: 69 points below level 3 Homeless: Asian: 32 points above level 3 Hispanic: 55 points below level 3 White: 0 points below level 3	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: Asian: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 39 % English Learners: 34 % Socioeconomically Disadvantaged: 34 % Students with Disabilities: 38 % Hispanic: 34 % White: 47 %	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	80 %	2 percentage points up from the prior year

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	27%	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	1 percentage point up from the prior year
Percentage of graduating who will have successfully completed computer courses.	%100	

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

• Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

• Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)

BTSA($3000),

CLAD($4000),

MA on curriculum teaching ($6,600),

SPED Cred Prog. ($3,000),

Clearing Admin Credential($3000) (5000)(Title II); Title II income is 10K, Rest will be covered via general funding.
$1,000 Teach Boost fees (5000)(Title I)

(See LCAP for non-federally funded expenditures.)

Source(s)

Title I, Title II *(See LCAP for non-federal sources.)*

Budget Reference(s)

$19,500 PD (5000)(Title II);

$1,000 Teach Boost fees (5000) (Title I)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 EL supplemental materials (4000)(Title I); $2,000 Focused PD on ELD standards (5800)(Title I); *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$3,000 EL supplemental materials (4000)(Title I); $2,000 Focused PD on ELD standards (5800)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Charter School will provide additional supports and interventions to all students, including ELs.

• Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, RTI coordinator, leadership team)

a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start

of the school year)
b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)
b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$69160 Four Part Time TAs total salaries (2000)(Title I); $3,000 MAP testing fees (5000)(Title I); $5,000 Supplemental instructional materials (4000)(Title I); (AR, Ticket to Read, Ironbox, Sumdog) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$69160 Four Part Time TAs total salaries (2000)(Title I); $3,000 MAP testing fees (5000)(Title I); $5,000 Supplemental instructional materials (4000)(Title I); (AR, Ticket to Read, Ironbox, Sumdog) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

Charter School will promote a college-going culture through college visits, and other college related activities.

SPSA Strategy/Activity:

• Charter School will promote a college-going culture through college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) College Career week and College Trips

Proposed Expenditures for this Strategy/Activity

Amount(s)	College Field Trips Title 1 (4000), Total filed trips will be about 7K, we will at least 2K for college/career related field trips *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	College Field Trips Title 1 (4000), Total filed trips will be about $7K, we will at least $2K for college/career related field trips *(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

☐ To provide students with a well-rounded education including programs such as STEM, arts, and civics

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 3-5 who take the Enrichment class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class .	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	90%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

$5,000 Art integration training (5000)(Title IV);

2K for Art Coordinator's add on

3K Performing Art Coach payment

(See LCAP for non-federally funded expenditures.)

Source(s)

Title I, Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

$5,000 Art integration training (5000)(Title IV);

2K for Art Coordinator's add on

3K Performing Art Coach payment

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

4) Charter School will design and implement engineering-related clubs and activities, such , Code.org activities, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1,000 STEAM EXPO organization expenses (5000)(Title IV); All related clubs, science materials etc. are from general funding. *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$1,000 STEAM EXPO organization expenses (5000)(Title IV); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia,

educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$12,000 Chromebooks (4000)(Title IV) Difference will be paid by general funding *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$12,000 Chromebooks (4000)(Title IV) Difference will be paid by general funding *(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

☐ To seek parent input in making decisions for the Charter School

☐ To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4

Number of PTF meetings per year	4	7
Number of activities/events for parent involvement per year	5	10
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	23%	30%
ADA rate	96%	97%
Chronic absenteeism rate	16.49%	8%
Middle school dropout rate	NA	NA
High school dropout rate	NA	NA
Four-year cohort graduation rate	NA	NA
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 98 % Families: 90 % Staff: 90 %	Students: 98 % Families: 90 % Staff: 95 %
School experience survey average approval rates	Students: 67 % Families: 99 % Staff: 89 %	Students: 70 % Families: 100 % Staff: 90 %

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

• Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

• Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 Parent meeting/workshop expenses. parent activities (4000)(Title I); $5,000 Home visit compensation (1000)(Title I) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$3,000 Parent meeting/workshop expenses. parent activities (4000)(Title I); $5,000 Home visit compensation (1000)(Title I) $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)

b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

2) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

3) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$5,500 Mitchel Clinque Counseling Fee (5000)(Title IV); $2000 Attendance/Truancy Tracker Add On (1000, Title IV) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$5,500 Mitchel Clinque Counseling Fee (5000)(Title IV);

Amount(s)	$5,500 Mitchel Clinque Counseling Fee (5000)(Title IV); $2000 Attendance/Truancy Tracker Add On (1000, Title IV) *(See LCAP for non-federally funded expenditures.)*
	$2000 Attendance/Truancy Tracker Add On (1000, Title IV) $ *(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 48 % English Learners: 4 % Socioeconomically Disadvantaged: 41 % Students with Disabilities: 27 % Hispanic: 44 % White: 51 % 2017-18 (Actual): All Students: 50 %

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	English Learners: 12 % Socioeconomically Disadvantaged: 41 % Students with Disabilities: 29 % Hispanic: 41 % White: 70 %
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2017-18 (Actual) CA Dashboard Data is not available at this time. 2016-17 (Actual) All Students: 3.6 points down from the prior year English Learners: 1 points down from the prior year Socioeconomically Disadvantaged: 5.6 points down from the prior year Students with Disabilities: 12.1 points up from the prior year Hispanic: 5.5 points down from the prior year White: 9.1 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 51 % English Learners: 44 % Socioeconomically Disadvantaged: 50 % Students with Disabilities: 48 % Hispanic: 51 % White: 44 % 2017-18 (Actual):

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	All Students: 51 % English Learners: 35 % Socioeconomically Disadvantaged: 34 % Students with Disabilities: 31 % Hispanic: 46 % White: 67 %
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 39 % English Learners: 9.5 % Socioeconomically Disadvantaged: 33 % Students with Disabilities: 25 % Hispanic: 30 % White: 60 % 2017-18 (Actual): All Students: 33 % English Learners:3 % Socioeconomically Disadvantaged: 20.3 % Students with Disabilities: 24.2 % Hispanic: 19.2 % White: 60.5 %
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year	2017-18 (Actual) CA Dashboard Data is not available at this time. 2016-17 (Actual): All Students: 0.9 points down from the prior year English Learners: 2.7 points down from the prior year Socioeconomically

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Disadvantaged: 1.4 points down from the prior year Students with Disabilities: 13.2 points up from the prior year Hispanic: 7.8 points down from the prior year White: 21.8 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2016-17 (Baseline): All Students: 46 % English Learners: 36 % Socioeconomically Disadvantaged: 42 % Students with Disabilities: 40 % Hispanic: 41 % White: 61 % 2017-18 (Baseline): All Students: 39 % English Learners: 34 % Socioeconomically Disadvantaged: 34 % Students with Disabilities: 38 % Hispanic: 34 % White: 47 %
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 59% 2017-18 (Projected): 2 percentage points up from the prior year

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	2016-17 (Baseline): 21 % 2017-18 (Actual): 27 %
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	95%	95%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.	• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	MSA-7 budgeted $18,200 for the PDs two of teachers are completing their Master's Program to increase their qualifications. Two other staff members also increasing their qualifications in their areas. Also during the year all workshops, OPDs which are necessary for effective teaching will be provided by this funding (Title 2) *(See LCAP for non-federally funded expenditures.)*	2017-18: $12,300 PD Title 2 *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: $93,447, 5 Teacher aide salaries (2900) (Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $90,376 Teacher aide salaries (2900)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will promote a college-going culture through college visits, and other college related activities.	• Charter School promoted a college-going culture through college visits, and other college related activities.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned

instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Even if we utilized all Title 1,2,3 monies where we needed, data shows that we need to do more.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We slightly spent more to Teacher aides as well as we slightly spent more to PDs. Actually for all other related support programs general funding utilized.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a school we increased our data usage and tutoring programs according to the students levels but it does not included in Title monies. Since we need to keep title expenses in similar way.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students enrolled in the Charter School's who is in 4th and 5th grade take the Enrichment and/or Advanced Math club	6%	7%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	90%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: [*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that	• Charter School provided technology	2017-18:	2017-18:

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
technology supports instruction.	to support instruction (Chromebooks)	(Title *(See LCAP for non-federally funded expenditures.)*	(Title *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. All students exposed computer class and ability to usue Microsoft office before graduating. Also all students participated in school and MPS wide science fairs. Also School implements art integration already in third year while teaching STEM. We utilize LA Music Center Grant for it.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

What we planned all used either through grants or general funding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This school year all classes computer corners will be updated by new 50 cromebooks to increase usage of online support programs.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	7
Number of activities/events for parent involvement per year	5	15
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	25%	23%
ADA rate	97%	96%
Chronic absenteeism rate	10%	16%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 98% Families: 90% Staff: 90%
School experience survey average approval rates	Students: 70 % Families: 85 % Staff: 80 %	Students: 67 % Families: 99 % Staff: 89 %

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will pursue an integrated strategy to support the exchange of information, purposeful	• We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of	2017-18: $5,000 Home visit compensation	2017-18: $5,550 Home visit compensation

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	(1000)(Title I); *(See LCAP for non-federally funded expenditures.)*	(1000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	• Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. In terms of suspension and expulsion MSA-7 looks good with 0%, however truancy and chronic absenteeism is the main area we want to focus. To address this we implement school wide incentives and the person who is tracking this data.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All related expenses either via donations or from general funding so no title money will be used.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added attendance tracker and schoolwide incentive to increase attendance rate.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$104,714 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$104,714

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$ 83,587
Title II, Part A: Supporting Effective Instruction	$ 11,127

Federal Programs	Allocation ($)
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	Consortium (EL) $0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	$10,000

Subtotal of consolidated federal funds for this school: $104714

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$2,435,104
Supplemental and Concentration Grant Funds	$ 608,776

Subtotal of consolidated state or local funds for this school: $3,043,880

Total of consolidated (federal, state, and/or local) funds for this school: $3,148,594

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator

includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy Bell	19-647330122747	October 27, 2018	November 8, 2018

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee Chats, Board of Directors meetings, Principal meetings, staff meetings, and student advisory meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our advisory committees and ELAC provide valuable input for the new SPSA. In addition, MSA Bell conducts surveys for parents, students, and staff, and the staff makes home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA Bell has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous improvement cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 9 PTF meetings, 5 SSC meetings, 5 ELAC meetings, at least 8 parent activities/events, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, academic achievement, and other areas of school improvement. A majority of our

stakeholders participated in this survey. The Charter School staff also made at least 125 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Goal 1

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

Basis for this Goal

☐ To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): All Students: 37.32% English Learners: 0% Socioeconomically Disadvantaged: 36.66% Students with Disabilities: 12% Hispanic: 38.58% White: 26.83%	2018-19 (Expected): All Students: 45% English Learners: 5% Socioeconomically Disadvantaged: 43% Students with Disabilities: 17% Hispanic: 44% White: 31%
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 14.5 points below level 3 English Learners: 59 points below level 3 Socioeconomically Disadvantaged: 15 points below level 3 Students with Disabilities: 103.4 points below level 3 Hispanic: 14.1 points below level 3 White: 21 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 49% English Learners: 45% Socioeconomically Disadvantaged: 49% Students with Disabilities: 36% Hispanic: 49% White: 64%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Baseline): All Students: 22.89% English Learners: 0% Socioeconomically Disadvantaged: 18.8% Students with Disabilities: 8% Hispanic: 19.58% White: 21.95%	2018-19 (Expected): All Students: 27% English Learners: 5% Socioeconomically Disadvantaged: 23% Students with Disabilities: 13% Hispanic: 24% White: 26%

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 70.7 points below level 3 English Learners: 112.7 points below level 3 Socioeconomically Disadvantaged: 70.3 points below level 3 Students with Disabilities: 148.7 points below level 3 Hispanic: 70.7 points below level 3 White: 63.6 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 48% English Learners: 45% Socioeconomically Disadvantaged: 49% Students with Disabilities: 36% Hispanic: 46% White: 66%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	100%	Maintain
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	42.7% (district 20.1%)	Maintain

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	60%	>80%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• MSA Bell will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. MSA Bell will also annually review master schedule/teacher assignments to ensure compliance.

• MSA Bell will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA Bell will annually review budget and plan to ensure adequate budget for instructional materials.

• MSA Bell will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom walk-throughs and observations.

SPSA Strategy/Activity:

• MSA Bell will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA Bell will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) MSA Bell will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) MSA Bell will identify teacher credentialing needs and support teachers’ credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) MSA Bell will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) MSA Bell will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, MTSS, and personalized learning, and in areas of need identified through needs assessment. (ongoing) (Principal, leadership team)

5) MSA Bell will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. MSA Bell leadership team will make daily classroom observations using the MPS teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Principal, leadership team)

6) MSA Bell will evaluate its teachers for their performance. MSA Bel 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. MSA Bell may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, Principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$22,892 – development of certificated staff in the area of tuition reimbursement, induction, and professional development (Title 2) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title II *(See LCAP for non-federal sources.)*
Budget Reference(s)	$20,000 Tuition Reimbursement and Induction expenses (5864) (Title 2); $2,892 Professional Development (5863) (Title 2); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• MSA Bell will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• MSA Bell will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) MSA Bell will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, ELD coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) MSA Bell will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, ELD coordinator, leadership team)

2) 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) (ELA teachers, ELD coordinator, Dean of Academics, MTSS coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, ELD Coordinator, leadership team)

NOTE: MSA Bell is a member of the Magnolia Science Academy consortium for Title III EL funds. Per the MOU of the Consortium, MSA Bell 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, MSA Bell will provide additional supports and interventions to all students, including ELs.

• MSA Bell will provide additional supports and interventions to all students, including ELs, during after-school hours and on Saturdays.

• MSA Bell will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• MSA Bell will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, MTSS coordinator, leadership team)

a) MSA Bell will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily personalized learning time (PLT), after-school and on Saturdays to meet the students' needs. (ongoing)

3) MSA Bell will select a research-based reading intervention and math 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) (Grade level chair, Dean of Academics, MTSS coordinator, leadership team)

a) MSA Bell will select reading and math intervention materials and resources. (prior to the start of the school year)

b) MSA Bell will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) MSA Bell 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, Grade level chair, Dean of Academics, MTSS coordinator, leadership team)

a) Teachers will implement the MAP test in the fall, winter, and spring and IABs during the year to measure student growth in ELA/Literacy and math. (ongoing)

b) MSA Bell will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) MSA Bell 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$66,209.39 Intervention teacher salaries and benefits; $15,000 After Hour Intervention Program; $11,000 Fast ForWord $18,000 ST Math; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$66,209.39 Intervention teacher salaries and benefits (1100) (Title 1); $15,000 After Hour Intervention Program (1100) (Title 1); $11,000 EL supplemental materials: Fast ForWord (4340) (Title I); $18,000 ST Math (4340) (Title I); *(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

☐ To provide students with a well-rounded STEAM education

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline (2017-18)	Expected Outcome (2018-19)
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by MSA Bell as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in MSA Bell grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	19% (92 students)	>15% (currently 19% - 87 students) (maintain)
Percentage of our graduates who will experienced blended learning in their program of study (technology)	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80% (maintain)

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• MSA Bell will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. MSA Bell will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• MSA Bell will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• MSA Bell will provide students with a well-rounded education of electives including programs such as health and physical education, music and art, and foreign language.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, MSA Bell will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Create a new course to provide an enriching experience to students at which STEAM is front and center. Students will learn how Science, Technology, Engineering, Art, and Mathematics play a vital role in their everyday lives. Students will focus on 2 main ideas: what is STEAM, and why is it important, to build 21st century, mathematical, and language art skills using animation and technology.

3) MSA Bell will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Teachers, Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• MSA Bell will offer Accelerated and/or Advanced Math course to students in grades 6-8.

• MSA Bell will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA Bell will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- MSA Bell will provide students with STEAM focused programs such as science fairs, advanced math courses, and engineering activities.
- MSA Bell will provide students with out of classroom experiences in the area of STEAM.

Action Steps & Person(s) Responsible:

1) MSA Bell will design its master schedule to include Accelerated and Advanced math courses. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office, Teachers)

2) MSA Bell teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) MSA Bell will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Teachers, Grade Level Chair, leadership team, Principal, MPS Home Office)

4) MSA Bell will design and implement engineering-related courses and activities. Ex) STEAM Lab. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• MSA Bell will offer a blended learning experience for our students. MSA Bell will also keep its technology up to date and provide academic staff professional development in the area of blended learning.

SPSA Strategy/Activity:

• MSA Bell will ensure that technology supports instruction and intervention.

Action Steps & Person(s) Responsible:

1) MSA Bell will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, leadership team, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: Summit Platform, Internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, ELD Coordinator, Library Clerk, leadership team, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining Internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, leadership team, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

☐ To seek parent input in making decisions for MSA Bell

☐ To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid middle school dropout

☐ To develop alternatives to student suspension and/or expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	9	9
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	25%	25%
ADA rate	97%	>95%
Chronic absenteeism rate	4.4%	<5%
Middle school dropout rate	0%	0%
Student suspension rate	.2%	<2%
Student expulsion rate	0%	0%

School experience survey participation rates	Students: 100% Families: 105.1% Staff: 100%	Students: >90% Families: >90% Staff: >90%
School experience survey average approval rates	Students: 68% Families: 96% Staff: 78%	Students: >75% Families: >90% Staff: >85%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• MSA Bell will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

• MSA Bell will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• MSA Bell will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.

• MSA Bell will communicate further with the parents of students who are performing below grade level.

• MSA Bell staff will visit students at their homes to discuss student progress and enhance student learning and involvement.

• MSA Bell will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• MSA Bell will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) MSA Bell will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership Team, Principal)

2) MSA Bell will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) MSA Bell will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

4) MSA Bell teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Leadership Team, Principal)

5) MSA Bell will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$6,300 Parent College and family workshops; $12,150 MPS Signature Practice | Home Visits *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I; *(See LCAP for non-federal sources.)*
Budget Reference(s)	$6,300 Parent College and family workshops (3010)(Title 1); $12,150 MPS Signature Practice | Home Visits (3010)(Title 1); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• MSA Bell will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• MSA Bell will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• MSA Bell will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• MSA Bell staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• MSA Bell will implement policies that encourage and support student attendance, positive student behavior and improvements.

• MSA Bell teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) MSA Bell will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

2) MSA Bell through the California SUMS (Scale-Up MTSS Statewide) technical assistance (TA) grant will participate in professional development to develop and improve on a framework for PBIS and UDL.

3) MSA Bell will offer 'life skills' program to supplement instruction and support developmental needs of our students. (ongoing) (Teachers, Dean of Students, leadership team)

4) MSA Bell will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Goal 1

Single Plan for Student Achievement| Page 18 of 41

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year (45%) English Learners: 5 percentage points up from the prior year (5%) Socioeconomically Disadvantaged: 5 percentage points up from the prior year (44%) Students with Disabilities: 5 percentage points up from the prior year (18%) Hispanic: 5 percentage points up from the prior year (46%) White: 5 percentage points up from the prior year (34%)	2016-17 (Baseline): All Students: 40% English Learners: 0% Socioeconomically Disadvantaged: 39% Students with Disabilities: 13% Hispanic: 41% White: 29% 2017-18 (Actual): All Students: 37.32% English Learners: 0% Socioeconomically Disadvantaged: 36.66% Students with Disabilities: 12% Hispanic: 38.58% White: 26.83%
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected): All Students: 11.5 points below level 3	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual):

Metric/Indicator	Expected Outcomes	Actual Outcomes
	English Learners: 56 points below level 3 Socioeconomically Disadvantaged: 12 points below level 3 Students with Disabilities: 100.4 points below level 3 Hispanic: 11.1 points below level 3 White: 18 points below level 3	All Students: 14.5 points below level 3 English Learners: 59 points below level 3 Socioeconomically Disadvantaged: 15 points below level 3 Students with Disabilities: 103.4 points below level 3 Hispanic: 14.1 points below level 3 White: 21 points below level 3
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 58% English Learners: 47% Socioeconomically Disadvantaged: 58% Students with Disabilities: 40% Hispanic: 58% White: 62%	2016-17 (Baseline): All Students: 56% English Learners: 45% Socioeconomically Disadvantaged: 56% Students with Disabilities: 38% Hispanic: 56% White: 60% 2017-18 (Actual): All Students: 49.3% English Learners: 45% Socioeconomically Disadvantaged: 51% Students with Disabilities: 29% Hispanic: 50% White: 73%
Percentage of students performing proficient on the CAASPP-Mathematics	2017-18 (Expected):	2016-17 (Baseline):

Metric/Indicator	Expected Outcomes	Actual Outcomes
assessments (Grades 3-8):	All Students: 27% English Learners: 5% Socioeconomically Disadvantaged: 26% Students with Disabilities: 11% Hispanic: 26% White: 37%	All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Hispanic: 21% White: 32% 2017-18 (Actual): All Students: 22.89% English Learners: 0% Socioeconomically Disadvantaged: 22.97% Students with Disabilities: 8% Hispanic: 23.06% White: 21.95%
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 67.7 points below level 3 English Learners: 109.7 points below level 3 Socioeconomically Disadvantaged: 67.3 points below level 3 Students with Disabilities: 67.3 points below level 3 Hispanic: 67.7 points below level 3 White: 60.6 points below level 3	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 70.7 points below level 3 English Learners: 112.7 points below level 3 Socioeconomically Disadvantaged: 70.3 points below level 3 Students with Disabilities: 148.7 points below level 3 Hispanic: 70.7 points below level 3 White: 63.6 points below level 3

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 50% English Learners: 54% Socioeconomically Disadvantaged: 51% Students with Disabilities: 36% Hispanic: 50% White: 41%	2016-17 (Baseline): All Students: 48% English Learners: 52% Socioeconomically Disadvantaged: 49% Students with Disabilities: 34% Hispanic: 48% White: 39% 2017-18 (Actual): All Students: 47.7% English Learners: 34.8% Socioeconomically Disadvantaged: 48% Students with Disabilities: 33.3% Hispanic: 45% White: 64%
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	>90%	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 100% 2017-18 (Projected): 100%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	>40%	2016-17 (Baseline): 36% 2017-18 (Actual): 51%
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and	>80%	92%

Metric/Indicator	Expected Outcomes	Actual Outcomes
electives		

STRATEGIES/ACTIVITIES

SPSA Year Reviewed: 2017–18

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• MSA Bell will gather data to analyze collectively with the staff. Data review and analysis will be ongoing from platforms such as MAP, IABs, and SBAC.	• MSA Bell has gathered data from various platforms to continually review and analyze instructional practices.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: $6,000 NWEA MAP (4325)(Title 1) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• MSA Bell stakeholders have reviewed and identified instructional software to assist in progress and intervention in the area of ELA and Mathematics. • MSA Bell has conducted trainings to support staff in the usage of software.	• MSA Bell rolled out the program for ST Math. This included enrollment of all students and staff training, especially among the after-school staff. • MSA Bell staff planned through PLC discussion and support of mathematical concepts through cross-curricular opportunities.	2017-18: $15,370 ST Math (4320)(Title 1) $17,000 After-Hour Intervention/Support (1100)(Title 1) *(See LCAP for non-federally funded expenditures.)*	2017-18: $15,370 ST Math (4320)(Title 1) $2,263 BrainPop (4320)(Title 1) $138.39 Classroom Materials (4325)(Title 1) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• MSA Bell will develop after hour opportunities to support students in the area of math and ELA. This includes the development of an after-school and Saturday schedule and development of a plan for addressing areas of need.	• MSA Bell worked with the after-school program to provide a schedule of staff and support in the area of math and ELA. • MSA Bell academic team scheduled, Saturday school support (Saturday for Success) to provide an opportunity and dedicated space for students to complete school work.	2017-18: $17,000 After-Hour Intervention/Support (1100)(Title 1) *(See LCAP for non-federally funded expenditures.)*	2017-18: $3,760 After-Hour Intervention/Support (1100)(Title 1) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• MSA Bell will promote a college-going culture through college visits and other college/career related activities.	• MSA Bell promoted a college-going culture through college visits and other college/career related activities, such as career day, GLAM workshop, GYMM workshop, etc.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

SPSA Year Reviewed: 2017–18

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer opportunities for discussion around college and career readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The implementation of after-hour support was a success. In collaboration with the after-school program, the additional staff provided academic structure, especially in the area of math and ELA support and intervention. Saturday for Success was established as an optional opportunity to provide students with a dedicated workspace and staff to assist in the completion of classroom work, or intervention opportunity. Student attendance increased gradually, and this format will be repeated for the following school year.

Our intervention software of ST Math and Fast ForWord is continually being evaluated. Mathematics continues to be a struggle for many students and further support at home is an area that needs to be capitalized. EL reclassification rate and EL progress in language acquisition continues to show promise. Preparation for SBAC is still a concern, but internal data and external date on the EL population is very positive, especially in the area of progression. Recommendation is to develop a sustainable plan for teacher, student, and family training on these platforms.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

1. Brain Pop is used as a supplemental in the ELD course and it is used across the campus to engage students in academic discourse, this is the reason for the additional expense allocation from Title 1.
2. NWEA MAP assessment was added as an important instrument to gather internal data in the area of mathematics and ELA, and the platform is designed to measure student growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

1. Data baseline and expected outcomes was added for various metrics such as teacher credentialing and support, NWEA MAP growth, SBAC growth and proficiency rates, EL Reclassification based on ELPAC, and pass rate for core classes. These metrics are part of Goal 1.
2. Specific instructional strategies are listed that relate to the MPS EL Master Plan. Plan of action can be found in Goal 2.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the MSA Bell as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	>15%	19%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	>80%	80%

STRATEGIES/ACTIVITIES

SPSA Year Reviewed: 2017–18

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• MSA Bell will gather data to analyze collectively with the staff. Data review and analysis will be ongoing from platforms such as MAP, IABs, and SBAC.	• MSA Bell has gathered data from various platforms to continually review and analyze instructional practices.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• MSA Bell stakeholders have reviewed and identified instructional software to assist in progress and intervention in the area of ELA and Mathematics. • MSA Bell staff will be provided with professional development in the area of ELD to support students. • MSA Bell staff will work to identify a method for tracking student growth in the area of Lexile Level.	• MSA Bell continued the software program usage Fast ForWord, as a supplemental resource for ELD course. • MSA Bell was provided with training on the creation and implementation of ELD standards into the regular curriculum. • MSA Bell staff was provided with training on MyOn and the features to measure Lexile Level to determine student growth.	2017-18: $10,500 Fast ForWord (4320)(Title 1) $13,527 MyOn (4320)(Title 1) $35,000 Staffling/ELD Teacher (5884)(Title 1) *(See LCAP for non-federally funded expenditures.)*	2017-18: $10,500 Fast ForWord (Scientific Learning) (4320)(Title 1) $13,527.06 MyOn (4320)(Title 1) $2,791.64 ELD Coordinator (1100)(Title 1) $30,070.61 ELD Teacher (5884)(Title 1) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• MSA Bell will develop after hour opportunities to support students in the area of math and ELA. This includes the development of an after-school and Saturday schedule and development of a plan for addressing areas of need.	• MSA Bell worked with the after-school program to provide a schedule of staff and support in the area of math and ELA. • MSA Bell academic team scheduled, Saturday school support (Saturday for Success) to provide an opportunity and dedicated space for students to complete school work.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

SPSA Year Reviewed: 2017–18

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Advanced Math and incorporation of Computer Technology within all courses; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. At MSA Bell, we meet our charter by providing an academic program that encompasses STEAM. Students are provided with opportunities to take advance math courses, technology is incorporated in the classroom either for intervention purposes or academic performance, elective classes are offered in the area of foreign languages and music, and students are provided the opportunity to participate in project based learning by demonstrating their academic performance through in class projects or participation in the STEAM Expo.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

1. Indicators related to progress of EL students can be found in Goal 1.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	9	9
Number of activities/events for parent involvement per year	>5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	25%	25%
ADA rate	97%	Maintain 97%
Chronic absenteeism rate	10%	4.4%
Middle school dropout rate	0%	0%
Student suspension rate	<2%	0%
Student expulsion rate	<1%	0%
School experience survey participation rates	Students: 90% Families: 90% Staff: 90%	Students: 100% Families: 100% Staff: 100%
School experience survey average approval rates	Students: 80% Families: 90% Staff: 85%	Students: 80% Families: 97% Staff: 75%

STRATEGIES/ACTIVITIES

SPSA Year Reviewed: 2017–18

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• MSA Bell will provide counseling services through CSUN Family Mitchell Clinic and ENKI. Additional effort will be made to identified the 'at-promise' students to ensure supports are provided.	• MSA Bell was able to identified the 'at-promise' students to ensure counseling is provided. • MSA Bell provided various activities throughout the year to support the SEL of students through activities such as advisory lessons, spirit week, theatrical plays, etc.	2017-18: $6000 CSUN and ENKI (5822)(Title 1) *(See LCAP for non-federally funded expenditures.)*	2017-18: $5,214.50 CSUN and ENKI (5822)(Title 1) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Provide professional develop to staff in the area of growth mindset and developing a culturally safe environment for our students and families. 1. Propose curriculum for teachers that can be used for professional develop and support for students in the area of growth mindset. *The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve.* 2. On-going review of content from reading book for staff and students. Activities are conducted monthly in Advisory courses 3. Dean of Students and Dean of Culture investigates and identify appropriate lessons that focus on building relationships and creating a safe environment in the classroom. Activities are conducted weekly in Advisory courses	• MSA Bell staff conducted monthly reading club and activities based on, *The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve.* • MSA Bell utilized the reading content and other resources to create advisory lessons that support SEL.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: $138.39 Reading Book (4325)(Title 1) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Provide various supports for our families to connect with the resources available within the community and the learning community. 1. Dean of Culture provides families with various resources to best assisting their child in learning and development by providing school or community resources 2. Provide training and encourage staff to conduct home visits to build a positive home-school connection with families 3. Train elected staff on Parent College 4. Provide Parent-College to our families and community to educate and provide resources on how to get to college and other developmental student support	• MSA Bell provided informational workshops throughout the year through various avenues. •MSA Bell throughout the year with the assistance of staff was able to meet the goal of visiting 25% of the families. •MSA Bell was able to arrange training for staff, which provided parent college workshops on Saturdays.	2017-18: $93,000 Dean of Culture (1100 and 3000)(Title I); $8,000 Home Visit (1100)(Title I); $10,500 Parent College Stipend (1100)(Title I); $5,000 Other Food (4720)(Title 1) *(See LCAP for non-federally funded expenditures.)*	2017-18: $73,440 Dean of Culture (1100)(Title I); $21,822 (3000)(Title 1) $8,000 Home Visit (1100)(Title I); $3,111.08 Parent College Stipend (1100)(Title I); $2,900 Parent Workshops (5863)(Title1) $1,181.08 Other Food (4720)(Title 1) *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

SPSA Year Reviewed: 2017–18

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA Bell was able to maintain positive results in the area of student attendance and utilize restorative practices. MSA Bell staff was able to engage in professional development in the area of growth mindset through a monthly participation in staff meetings and incorporation of SEL activities on a regular basis in the classroom. In order to further support our students, counseling services are provided to students for

various needs that arise throughout the year with organization partnerships. MSA Bell will continue to develop the focus on SEL all stakeholders within the school setting.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures. This includes the purchase of resource materials and reduction in spending on certain items.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices, especially with the implementation of our new SIS. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$217,974 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$225,748

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$225,748
Title II, Part A: Supporting Effective Instruction	$24,905
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	$7,774 (EL)

Federal Programs	Allocation ($)
Title IV Part A: Student Support and Academic Enrichment Grants	0

Subtotal of consolidated federal funds for this school: $258,427

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$3,350,063
Supplemental and Concentration Grant Funds	$1,188,603

Subtotal of consolidated state or local funds for this school: $4,538,666

Total of consolidated (federal, state, and/or local) funds for this school: $4,797,093

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and

   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-San Diego	19-64733-6119945	10/29/18	11/8/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, , Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, student group meetings and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Feedback from our parents provides valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 3 SSC meetings, at least 10 parent activities/events including five Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions

on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 65 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

☐ To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): All Students: 61% English Learners: 6% Socioeconomically Disadvantaged: 41%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically

	Students with Disabilities: 22% African American: 37.5% Hispanic: 47% White: 67%	Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 30.9 points above level 3 English Learners: 31.3 points below level 3 Socioeconomically Disadvantaged: 4.1 points below level 3 Students with Disabilities: 63.2 points below level 3 Hispanic: 18 points above level 3 White: 36.7 points above level 3	2017-18 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 2 points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Baseline): All Students: 51% English Learners: 11% Socioeconomically Disadvantaged: 30%	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year

	Students with Disabilities: 27% Hispanic: 43% White: 47%	Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 26.7 points above level 3 English Learners: 25.1 points below level 3 Socioeconomically Disadvantaged: 12.1 points below level 3 Students with Disabilities: 67 points below level 3 Hispanic: 0.8 points above level 3 White: 40.8 points above level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	66%	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	26%	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	90%	1 percentage point up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

• Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

• Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and

documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$6,000 BTSA expenses; $3,000 EL authorization expenses $4,500 BTSA Mentor Stipend ($2,000 TeachBoost fees $28,000Professional Development (See LCAP for non-federally funded expenditures.)
Source(s)	Title I, Title II *(See LCAP for non-federal sources.)*
Budget Reference(s)	$6,000 BTSA expenses (5000)(Base) $3,000 EL authorization expenses (5000)(Base) $4,500 BTSA Mentor Stipend (1000)(Base) $2,000 TeachBoost fees (5000) (Title I) $28,000Professional Development (5800) (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language

support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	*(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Charter School will provide additional supports and interventions to all students, including ELs.

• Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, RTI coordinator, leadership team)

a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments.

(prior to the start of the school year)
c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*$30,000 EL support staff salary* *$10,000 Benefits* *2,000 EL supplemental materials* *(See LCAP for non-federally funded expenditures.)*
Source(s)	*Title I (See LCAP for non-federal sources.)*
Budget Reference(s)	*$30,000 EL support staff salary (1000)(S&C)* *$10,000 Benefits (3000)(S&C)* *2,000 EL supplemental materials (4000)(Title I)* *(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

☐ To provide students with a well-rounded education including programs such as STEM, arts, and civics

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	24%	20%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts , world languages, robotics, engineering , band and graphic design

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, world languages, robotics, engineering, band and graphic design , etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*$50,000 Field trip expenses* *(See LCAP for non-federally funded expenditures.)*
Source(s)	*Title I, Title IV (See LCAP for non-federal sources.)*
Budget Reference(s)	*$50,000 Field trip expenses (5000)(Donations)* *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, Maker Fairs, STEAM Expos advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Charter School will organize a STEAM Festival/EXPO (San Diego STEAM Expo) and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

4) Charter School will design and implement engineering-related courses and activities, such as Robotics/Engineering class, Rovbotics club, future city club etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*$6,000 Science materials* *$4,500 Academic competitions, steam expo expenses* *(See LCAP for non-federally funded expenditures.)*
Source(s)	*Title IV (See LCAP for non-federal sources.)*
Budget Reference(s)	*$6,000 Science materials (4000)(Base)* *$4,500 Academic competitions, steam expo expenses (5000) Base* *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$20,000 Chromebooks; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	$20,000 Chromebooks (4000)(Title I) *(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

☐ To seek parent input in making decisions for the Charter School

☐ To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid middle school dropout

☐ To avoid high school dropout

☐ To increase high school graduation rate

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	3	4
Number of PTF meetings per year	8	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	16%	15%
ADA rate	95.8%	97%
Chronic absenteeism rate	10%	8%
Middle school dropout rate	0%	0%
Student suspension rate	3%	2%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 89% Families: 52% Staff: 87%	Students: 85% Families: 55% Staff: 85%
School experience survey average approval rates	Students: 66% Families: 92% Staff: 84%	Students: 70% Families: 95% Staff: 85%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Single Plan for Student Achievement| Page 14 of 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.

• Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

• Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Charter School will schedule at least quarterly SSC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

$1,500 School Messenger notification program

$6,000 Home visit compensation

	(See LCAP for non-federally funded expenditures.)
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$1500 School Messenger communication software (5000)(Title I); $6,000 Home visit compensation (1000)(Title I) $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)

b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

2) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

3) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 PD on PBIS, restorative practices, and classroom management; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Base) *(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): All Students: 3 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5	2016-17 (Baseline): All Students: 69% English Learners: 46% Socioeconomically Disadvantaged: 54% Students with Disabilities: 23% Hispanic: 61%

	percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	White: 71% 2017-18 (Actual): All Students: 8 percentage points down from the prior year English Learners: 10 percentage points down from the prior year Socioeconomically Disadvantaged: 13.5 percentage points down from the prior year Students with Disabilities: 1.3 percentage points down from the prior year Hispanic: 14 percentage points down from the prior year White: 3.45 percentage points down from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from

	prior year	the prior year White: 3 points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 59% English Learners: 23% Socioeconomically Disadvantaged: 42% Students with Disabilities: 25% Hispanic: 47% White: 65% 2017-18 (Actual): All Students: 7 percentage points down from the prior year English Learners: 9.8 percentage points down from the prior year Socioeconomically Disadvantaged: 13.5 percentage points down from the prior year Students with Disabilities: 1.3 percentage points down from the prior year African American: 23.61 percentage points down from the prior year Hispanic: 14 percentage points down from the prior year White: 3.4 percentage points

		down from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 76.9 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	7 percentage point up from the prior year	2016-17 (Baseline): 16% 2017-18 (Actual): 26%
Percentage of students who will receive a grade of “C” or better (or perform “proficient”	90%	(Actual)91%

on the related state standardized tests) in core subjects and electives		

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.	• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	2017-18: $6,000 BTSA expenses (5000)(Title II); $10,000 Professional Development (5800) (Title I); $2,000 TeachBoost fees (5000) *(See LCAP for non-federally funded expenditures.)*	2017-18: $6,000 BTSA expenses (5000)(Title II); $10,000 Professional Development (5800) (Title I); $2,000 TeachBoost fees (5000) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: $1500 EL supplemental materials (4000)(Title I); $1500 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*	2017-18: $1500 EL supplemental materials (4000)(Title I); $1500 Focused PD on ELD standards (5800)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: **$2,300** Title I for MAP test **$8,000** for 3 ELA teachers for 5% **$1,500** Title I for supplementary instructional materials: Books , Rosetta Stone and Read naturally $**6000** for ELA assistant **$1500** Title I for PD in ELA support and interventions **$5,000** Title I for supplementary instructional materials: Membean ***(See LCAP for non-federally funded expenditures.)***	2017-18: **$2,300** Title I for MAP test **$8,000** for 3 ELA teachers for 5% **$1,500** Title I for supplementary instructional materials: Books , Rosetta Stone and Read naturally $**6000** for ELA assistant **$1500** Title I for PD in ELA support and interventions **$5,000** Title I for supplementary instructional materials: Membean *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have not been as effective as planned and based on measured progress towards our annual measurable outcomes. Due to the facility move process and midyear teacher change there is a slight decrease in the Math and English data. Last year we had Power Math and English classes but the data showed that power classes were not as effective as we thought. This is mostly due to them being an alternative to Electives. This year we will focus on effective tutoring and Saturday classes to close the gap.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	24%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created	80%	100%

or demonstrated a STEAM focused project, experiment, model or demo		

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, and electives.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and electives.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that technology supports instruction.	• Charter School provided technology to support instruction (Chromebooks, document cameras, mimio smart board)	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest;

our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Based on staff and student and parent feedback we changed the elective schedule from 2 day and 3 day electives model to 5 day electives.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	3
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-	12%	16%

visited by the teachers per year		
ADA rate	96.5%	95.8%
Chronic absenteeism rate	10%	10%
Middle school dropout rate	0%	0%
Student suspension rate	1%	3%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 85% Families: 55% Staff: 85%	Students: 89% Families: 52% Staff: 87%
School experience survey average approval rates	Students: 85% Families: 95% Staff: 85%	Students: 66% Families: 92% Staff: 84%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	• We held regular SSC, and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	2017-18: $1,500 School Messenger communication software (5000)(Title I); $5,000 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $1,500 School Messenger communication software (5000)(Title I); $6,000 Home visit compensation (1000)(Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	• Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	2017-18: $2,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $2,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We exceeded our goal in home visits and surveys but we couldn't meet our suspension goal and SSC meeting goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities. We will focus on acknowledging positive student

behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$40,361 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$40,361

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$32,957
Title II, Part A: Supporting Effective Instruction	$7,404
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	
Title IV Part A: Student Support and Academic Enrichment Grants	

Subtotal of consolidated federal funds for this school: $40,361

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base Revenue	$2,802,971

Supplemental and Concentration Grant Funds	$144,758
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of consolidated state or local funds for this school: $2,947,729

Total of consolidated (federal, state, and/or local) funds for this school: $2,988,090

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and

   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-Santa Ana	30-76893-0130765	10/30/18	11/08/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-SA has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin team meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-SA aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Admin Team meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey

with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 125 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

☐ To ensure our students are college/career ready

☐ To ensure student proficiency in all courses

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure implementation of state board adopted academic content and performance standards for all students

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): All Students: 47% English Learners: 3% Socioeconomically Disadvantaged: 44% Students with Disabilities: 7% Homeless: 50% Hispanic: 43% White: 74%	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 20 points below level 3 English Learners: 46.2 points below level 3 Socioeconomically Disadvantaged: 29 points below level 3 Students with Disabilities: 102.5 points below level 3 Homeless: 51 points below level 3 Hispanic: 30.7points below level 3 White: 52.2 points below level 3	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): All Students: 47.5% English Learners: 40.14% Socioeconomically Disadvantaged: 45.54% Hispanic: 43.23%	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Baseline): All Students: 26.4% English Learners: 8.79% Socioeconomically Disadvantaged: 23.59% Students with Disabilities:8.22% Hispanic: 23.89% White: 53.85%	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: 3 percentage points up from the prior year African American: NA Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 41.3 points below level 3 English Learners: 59.9 points below level 3 Socioeconomically Disadvantaged: 47.7 points below level 3 Students with Disabilities: 124.2 points below level 3 Homeless: 67.9 points below level 3 Hispanic: 50.3 points below level 3 White: 31.1 points below level 3	2017-18 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 2 points up from the prior year Homeless: 2 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Baseline): All Students: 46.22% English Learners: 46.03% Socioeconomically Disadvantaged: 46.25% Hispanic: 41.74%	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	73.5%	3 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	17.09%	3 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	70%	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	54.5%	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	30.8%	2 percentage points up from the prior year

Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	90%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	19%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

• Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

• Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)

5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$29,300 Professional Development $3,375 Teach Boost fees (See LCAP for non-federally funded expenditures.)
Source(s)	Title I, Title II *(See LCAP for non-federal sources.)*
Budget Reference(s)	$29,300 Professional Development (5800) (Title II) $3,375 Teach Boost fees (5000) (Title II) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

• Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

1) Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$65,000 EL Coordinator Salary; $16,893.38 EL Coordinator Benefits; (See LCAP for non-federally funded expenditures.)
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$65,000 EL Coordinator Salary (1000) (Title I); $16,893.38 EL Coordinator Benefits (3000) (Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• During the day, Charter School will provide additional supports and interventions to all students, including ELs.

• Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

• Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)

2) 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) (Dean of Academics, leadership team)

a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$ 24,599.71 ELA Intervention teacher salaries $ 36,168.44 Math Intervention teacher salary $ 72,071.67 Intervention Aides' Salaries $ 25,338.00 Supplemental Academic programs (My On online Reading: $14,503, NWEA MAP Testing: $6,400,Brain POP :$4,135,StarFall:$300) *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$ 24,599.71 ELA Intervention teacher salaries (1000) (Title I); $ 36,168.44 Math Intervention teacher salary (1000) (Title I); $ 72,071.67 Intervention Aides' Salaries (2000) (Title I); $ 25,338.00 Supplemental Academic programs (MyOn online Reading: $14,503, NWEA MAP Testing: $6,400, Brain POP :$4,135,StarFall:$300) (4000)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

• Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

• Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) Charter School will offer the following AP courses: AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer Principals (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

☐ To provide students with a well-rounded education including programs such as STEM, arts, and civics

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

☐ To ensure student participation and achievement in innovative courses and programs

☐ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	14.7%	14.7%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

• Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	*(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I, Title IV *(See LCAP for non-federal sources.)*
Budget Reference(s)	*(See LCAP for non-federally funded expenditures.)*

Goal 3

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

Basis for this Goal

☐ To seek parent input in making decisions for the Charter School

☐ To promote parental participation in programs

☐ To increase student attendance

☐ To avoid chronic absenteeism

☐ To avoid middle school dropout

☐ To avoid high school dropout

☐ To increase high school graduation rate

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	5
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	6
Number of activities/events for parent involvement per year	5	7
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	20%	25%
ADA rate	97%	97%
Chronic absenteeism rate	10%	8%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	98%	100%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 90% Families: 90% Staff: 80%
School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 65% Families: 90% Staff: 80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

• Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

• Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

• Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

• Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)

2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)

3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)

5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$12,500 Home visit compensation $2,000 Parent meeting/workshop expenses $2,878 Panaroma Education Survey $2,559 PACE Coordinator's Salary (See LCAP for non-federally funded expenditures.)
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$12,500 Home visit compensation (1000) (Title I) $2,000 Parent meeting/workshop expenses (3000) (Title I); $2,878 Panaroma Education Survey (5000) (Title I); $2,559 PACE Coordinator's Salary (2000) (Title III) $ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.

• Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

• Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

• Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

• Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$16,342.56 School Psychologist's Salary ; *(See LCAP for non-federally funded expenditures.)*
Source(s)	Title I *(See LCAP for non-federal sources.)*
Budget Reference(s)	$16,342.56 School Psychologist's Salary (2000) (Title IV); $ *(See LCAP for non-federally funded expenditures.)*

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have	100%	100%

Metric/Indicator	Expected Outcomes	Actual Outcomes
sufficient access to standards-aligned instructional materials		
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	2016-17 (Baseline): All Students: 47% English Learners: 3% Socioeconomically Disadvantaged: 44% Students with Disabilities: 7% Homeless: 50% Hispanic: 43% White: 74% 2017-18 (Actual): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year

Metric/Indicator	Expected Outcomes	Actual Outcomes
		White: 3 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points	2016-17 (Baseline): All Students: 47.5% English Learners: 40.14% Socioeconomically Disadvantaged: 45.54% Hispanic: 43.23%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	up from the prior year White: 2 percentage points up from the prior year	2017-18 (Actual): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 50% English Learners: 50% Socioeconomically Disadvantaged: 50% Students with Disabilities: 50% Homeless: 50%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	Hispanic: 50% White: 50% 2017-18 (Actual): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year	2017-18 CA School Dashboard data is not available at this time. 2016-17 (Actual): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2016-17 (Baseline): All Students: 47.5% English Learners: 40.14% Socioeconomically Disadvantaged: 45.54% Hispanic: 43.23% 2017-18 (Actual): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	2017-18 English Learner Progress Indicator (ELPI) data is not available at this time. 2016-17 (Baseline): 70% 2017-18 (Projected): 2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	2016-17 (Baseline): 33% 2017-18 (Actual): 34%
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	70%	70%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	3 percentage points up from the prior year	2016-17 (Baseline): 40% 2017-18 (Actual): 42%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2 percentage points up from the prior year	2016-17 (Baseline): 30% 2017-18 (Actual): 32%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2 percentage points up from the prior year	2016-17 (Baseline): 90% 2017-18 (Actual): 92%
Percentage of students in grades 9-11 who will participate in the PSAT test	95%	95%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	2016-17 (Baseline): 40% 2017-18 (Actual): 42%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.	• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	2017-18: $29,300 Professional Development (5800) (Title II) $3,375 Teach Boost fees (5000) (Title II) *(See LCAP for non-federally funded expenditures.)*	2017-18: $29,300 Professional Development (5800) (Title II) $3,375 Teach Boost fees (5000) (Title II) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: $65,000 EL Coordinator Salary (1000) (Title I); $16,893.38 EL Coordinator Benefits (3000) (Title I); *(See LCAP for non-federally funded expenditures.)*	2017-18: $65,000 EL Coordinator Salary (1000) (Title I); $16,893.38 EL Coordinator Benefits (3000) (Title I); *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: $ 24,599.71 ELA Intervention teacher salaries (1000) (Title I); $ 36,168.44 Math Intervention teacher salary (1000) (Title I); $ 72,071.67 Intervention Aides' Salaries (2000) (Title I); $ 25,338.00 Supplemental Academic programs (MyOn online Reading: $14,503, NWEA MAP Testing: $6,400, Brain POP :$4,135,StarFall:$300) (4000)(Title I) *(See LCAP for non-federally funded expenditures.)*	2017-18: $ 24,599.71 ELA Intervention teacher salaries (1000) (Title I); $ 36,168.44 Math Intervention teacher salary (1000) (Title I); $ 72,071.67 Intervention Aides' Salaries (2000) (Title I); $ 25,338.00 Supplemental Academic programs (MyOn online Reading: $14,503, NWEA MAP Testing: $6,400, Brain POP :$4,135,StarFall:$300) (4000)(Title I) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.	• Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer principals	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our data to show that Power Math &Power English, After school , Intervention groups, teachers hold DATA conferencing with students to set their individual goals or Math and ELA have been effective. Our reclassification rate is really high regarding EL progress, MS and HS designated ELD classes, In Elementary Designated ELA/Math is embedded in throughout the curriculum

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA. ALEX program was discontinued because of effectiveness.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that technology supports instruction.	• Charter School provided technology to support instruction (IPADs, Chromebooks, ELMOs, Doc Cams, IMAC desktops for teachers, Projectors, Mimio Clickers)	2017-18: *(See LCAP for non-federally funded expenditures.)*	2017-18: *(See LCAP for non-federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Our Advanced Math class has 28 students. Advanced Math club participation rate is 7% in MS. Computer class participation and passing rates increases, 100% of our students 3rd through 11th grades have STEAM project completion.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

"We only have minor differences between Budgeted and Estimated Actual Expenditures."

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	6
Number of ELAC meetings per year	4	6
Number of PTF meetings per year	4	9
Number of activities/events for parent involvement per year	5	12
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	20%	20%
ADA rate	97%	97%
Chronic absenteeism rate	10%	10%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	95%	98%
Student suspension rate	0%	0%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student expulsion rate	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 90% Families: 85% Staff: 75%
School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 60% Families: 85% Staff: 75%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, Coffee with the Admin and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	• We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	2017-18: $12,500 Home visit compensation (1000) (Title I) $2,000 Parent meeting/workshop expenses (3000) (Title I); $2,878 Panaroma Education Survey (5000) (Title I); $2,559 PACE Coordinator's Salary (2000) (Title III) *(See LCAP for non-federally funded expenditures.)*	2017-18: $12,500 Home visit compensation (1000) (Title I) $2,000 Parent meeting/workshop expenses (3000) (Title I); $2,878 Panaroma Education Survey (5000) (Title I); $2,559 PACE Coordinator's Salary (2000) (Title III) *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies	• We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies	2017-18: $16,342.56 School Psychologist's Salary (2000) (Title IV); *(See LCAP for non-*	2017-18: $16,342.56 School Psychologist's Salary (2000) (Title IV); *(See LCAP for non-*

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	*federally funded expenditures.)*	*federally funded expenditures.)*

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our suspension rate is 0%, ADA rate 96.5% , graduation rate98%, and survey average approval rates are 88% for Parents and students 68 %

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

"We only have minor differences between Budgeted and Estimated Actual Expenditures."

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. IS THERE ANY

OTHER FEEDBACK FROM SURVEYS RELATED TO THE CONNECTION GOAL THAT YOU PLAN TO IMPLEMENT??? We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$309,676 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$309,026

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation ($)
Title I, Part A: School Allocation	$259,643.00
Title II, Part A: Supporting Effective Instruction	$32,577.00
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	$2,493.00 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	$14,963.00

Subtotal of consolidated federal funds for this school: $309,676

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

State or Local Programs	Allocation ($)
LCFF Base Revenue	$7,885,374
Supplemental and Concentration Grant Funds	$1,689,099
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of consolidated state or local funds for this school: $9,574,473

Total of consolidated (federal, state, and/or local) funds for this school: $9,883,499

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and

   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Cover Sheet

Approval of School Safety Plans for all Magnolia Science Academies

Section:	II. Action Items
Item:	C. Approval of School Safety Plans for all Magnolia Science Academies
Purpose:	Vote
Submitted by:	
Related Material:	II C School Safety Plans.pdf

Board Agenda Item #	Agenda # II C – Action Item
Date:	November 8, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Brenda D. Lopez, Ed.D., Assistant Director of Student Services
RE:	School Safety Plans

Proposed Board Motion

I move that the board approve school safety plans for all MPS school sites

Introduction

- The school safety plans are a living document and revisions are continuously made to improve the safety of our school sites for the benefit of all stakeholders

Background

- Annually the safety plans are reviewed and revised, additionally all staff is required to be informed, trained and updated on safety protocol

Analysis (If applicable)

- Safety Plans are modeled after promising safety plans and we follow the checklist available through LACOE regarding school safety planning

Budget Implications

- None at this time

Exhibits (attachments):

- School Safety Plan Compliance Checklist
- School Safety Plans for MSA 1, MSA1 Amigo Campus, MSA 2, MSA 3, MSA 4, MSA 5, MSA 6, MSA 7, MSA 8, MSA Santa Ana, and MSA San Diego
- Staff Training List for all school sites
- Safety Supplies and Equipment for all sites

Compliance Checklist for a Comprehensive School Safety Plan

California *Education Code*: Sections 32280–32289

Required Components for a Comprehensive School Safety Plan

Section 32281	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(b)(1) Plan is written and developed by a school site council (SSC). **(2)** The SSC may delegate this responsibility to a safety committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired.	Include date and plan.	Include planning committee roster.
(b)(3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.	Include date and plan.	Comments

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) The comprehensive school safety plan includes, but is not limited to all of the following:	Include date and plan.	Comments
(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing one or more of the following types of information: • Office Referrals • Attendance rates/SARB data • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data	Include date and plan.	Describe the data reviewed and key analysis points, and table of findings Document how this information was shared with SSC/planning committee.
(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following:	Include date and plan.	Additional items to consider: Threat Assessment; Student Support Teams

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(A) Child Abuse Reporting procedures	Include date and plan.	Include board policy and site-specific steps
(B) Disaster procedures, routine and emergency, crisis response plan including adaptations for pupils with disabilities and the following:	Include date and plan.	Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations.
(i) Earthquake emergency procedures that include: (I) a school building disaster plan **Note:** Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners; these may include but are not limited to: Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes (II) a drop procedure (students and staff take cover) **dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools** (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures	Include date and plan.	Detail response procedures: • Lock Down • Secure School • Active intruder or other threat(s) Describe information on training and exercise drills:
(ii) Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.	Include date and plan.	Comments

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(C) Suspension/Expulsion policies and procedures	Include date and plan.	Refer to board policy, include site-specific steps, if needed.
(D) Procedures to notify teachers of dangerous pupils	Include date and plan.	Refer to board policy, include site-specific steps, if needed.
(E) Discrimination and Harassment Policy. Include hate crime reporting procedures and policies here. **Note:** The Legislature encourages safety plans to include bullying policies and procedures to the extent that resources are available. Assembly Bill 9 Ch. 723 requires that all schools have an anti-bullying policy and AB 746 covers all types of bullying, including cyber-bullying. While it is not required to place these policies in the school safety plan, they may be placed here.	Include date and plan.	Include complaint and investigation procedure.
(F) Schoolwide Dress Code, if it exists, including prohibition of gang-related apparel	Include date and plan.	Comments
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site		Reference campus visitor policies. Other items may include: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety, etc.
(H) A safe and orderly environment conducive to learning at the school	Include date and plan.	Comments
(I) Rules and procedures on school discipline	Include date and plan.	Comments
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees.	Include date and plan.	Comments
(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Keep an updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public.	Review, update and approve by March 1.	Demonstrate annually approved plan with board or district superintendent signature page.

Section 32282	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the comprehensive school safety plan. See (E) above.	Include date and plan.	Comments

Section 32282.1	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Schools are *encouraged* to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district): • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus	Include date and plan.	Include school nurses, coaches, athletic directors, and other positions, if used.

Section 32284	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	Include date and plan.	Comments

Section 32288	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Submit the plan to school district office or county office of education for approval.	Include date and plan.	Comments
(b)(1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	Include date and plan.	See notification requirements in Section 32288 (b)(2) and recommendations in Section 32288 (b)(3).

Comprehensive School Safety Plan

Magnolia Science Academy 1
LACOE

Mustafa Sahin, Principal
18238 Sherman Way, Reseda 91335
818-609-0507
msahin@magnoliapublicschools.org

Magnolia Science Academy 1

A meeting for public input was held on 10/25/2018 at MSA-1

Reviewed by Law Enforcement on 10/29/2018

Plan Adopted by School Site Council on 10/25/2018

Plan approved by Magnolia Public Schools Board December

Committee members

Mustafa Sahin, Principal
Jason Mertell, Designee
Teacher representative
Maria Zambrano, Classified employee
Oscar Martin, LAPD, PII Officer
Student

Public Inspection

This document is available for public inspection at Magnolia Science Academy-1 and on website at https://msa1.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 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, Illuminate 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 Illuminate behavior data to identify any property damage that has occurred.
    e. Attendance rates
        i. Student attendance rates were pulled from Illuminate.
        ii. Truancy data was pulled from Illuminate

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

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS — Street — City — Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS — Street — City — Zip

DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE

TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip	TELEPHONE ( )		
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY
1.			
2.			
3.			
4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street — City — Zip	TELEPHONE ( )		
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *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.

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.

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

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.

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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 procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

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 comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of 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 establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 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 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 Section 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 Section 504?

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" [form available from the CSD website or office], including attachments as required on the form
- 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from 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 section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to 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.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-1. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion 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 MSA-1's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions. 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, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

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.

Positive Discipline

MSA-1 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:

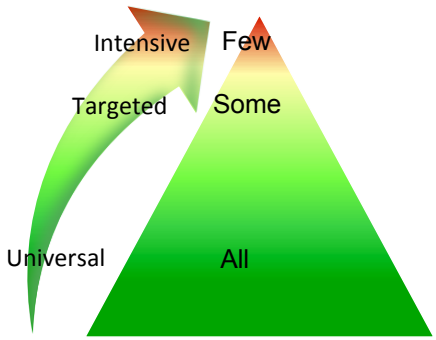
- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays

- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-1 staff. Teachers will not only report discipline issues on the school information system, Illuminate or equivalent, 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 MSA-1. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent 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 Charter School and parents will develop a partnfership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-1 provides its staff with Professional Development in the area of restorative practices alternatives to suspension, and positive behavior supports.



As part of its Multi-tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, MSA-1 implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-1 implements prevention strategies for each tier as presented below:

Tier	Prevention Description
I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-

	oriented responses in situations where problem behavior is likely.
III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

MSA-1 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a 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, Principal/Assistant Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended for prohibited misconduct as identified below under the heading, "Enumerated Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA-1; or (3) a MSA-1 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

Discretionary Suspension 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 minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

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

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 resulting in negligible loss.

8. Stole or attempted to steal school property or private property.

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

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. 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.

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

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic 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.

18. 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 offensive as 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 pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

20. 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 pupils in any of grades 4 to 12, inclusive.

21. 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 schoolsite, 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.

22. 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 paragraphs 1 and 2 of this section.

23. 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.

Mandatory Suspension Offenses

Students shall be suspended 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 in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code Section 48915(h).

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 Charter 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 Charter School personnel. If a student is suspended, by Principal or Designee, 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 (2) 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 Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA-1 assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, MSA-1 utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Assistant Principal. The Assistant Principal will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Assistant Principal will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/ guardian feedback is also welcomes regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Assistant Principal will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,

- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled "administratively" or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all stakeholders by the end of the school day.

Notice to Parents/Guardians

At the time of the 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, by the Principal or Designee, 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 and will provide information about the appeal right and process. If Charter School administrators 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 Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made, verbally or in writing, 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. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. 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. The Charter School administrators 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 Sections 35253 and 49076 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 with school site administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or Designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (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, the 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, the 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, that are described below under the heading, "Discretionary Expellable Offences and Mandatory Expulsion Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA-1 or at any other school; or (3) a MSA-1

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.

The length of an expulsion is addressed above, under “Rehabilitation Plans.”

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, 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. 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.

10. 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.

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

12. 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 pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

13. Made terroristic 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.

14. 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 pupils in any of grades 4 to 12, inclusive.

15. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

16. 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 pupils in any of grades 4 to 12, inclusive.

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

i. "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 substantially detrimental effect on his or her physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    iv. 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.

ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:
        i. 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.
        ii. 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.
        iii. 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.
    i. 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.

ii. 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.

2. 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.

18. 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 paragraphs 1 and 2 of this section.

19. 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.

Mandatory Expulsion Offenses

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code 48915(h).

Expulsion Procedures

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. 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 Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(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 presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The process for investigating incidents and collecting evidence will be fair and thorough.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, 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. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, 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 MSA-1's 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 Charter 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

MSA-1 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 complaining 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 Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the Panel.

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 (5) 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. MSA-1 administrators 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 Administrative 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 Administrative Panel 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 Administrative Panel 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 entity presiding over the hearing from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel 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, MSA-1 administrators must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-1. The Administrative Panel 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

Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity 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 hearing 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 under investigation, 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 no 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 Administrative Panel 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 determination 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. Sworn declarations may be admitted as testimony from witnesses of whom the Panel 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 expel, 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 within 30 days 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(s) 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 MSA-1
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
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

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

MSA-1 shall maintain records of all student suspensions and expulsions at MSA-1. 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 receiving the written notice 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 or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The 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, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the 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 the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission/Reinstatement
The decision to readmit a pupil previously expelled from MSA-1 shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA-1's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans
Pupils who are expelled from MSA-1 shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-1 for readmission.

MSA-1 shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

ADDITIONAL PROVISIONS

Bullying

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

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 Illuminate. 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 Illuminate. *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/willfullydefiant behavior (grades 4-12)
(l) Received stolen property
(m) Imitation firearm
(n) Sexual assault or battery
(o) Harassed/threatened witness
(p) Sale of soma
(q) Hazing
(r) Bullying/cyberbullying
(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)
E.C. 48900.3 Hateviolence(gr 4-12)
E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
E.C. 48900.7 Terrorist threats against school officials or property
E.C. 48915 (a)(1)(A) Serious physical injury
(a)(1)(B) Possession: knife or dangerous object
(a)(1)(C) Controlled substance
(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee
E.C. 48915(c)(1) Possessing, selling, furnishing firearm
(c)(2) Brandishing a knife at another person
(c)(3) Selling a controlled substance
(c)(4) Committing or attempting to commit sexual assault or battery
(c)(5) Possession of an explosive

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

SAMPLE

Confidential
Memorandum

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

Re: Students having committed specified crime

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

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

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

PLEASE DISTROY 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."

<u>Internal Complaints:</u>

(Complaints by Employees Against Employees)

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

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

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;

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

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

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

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

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

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

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

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):
_____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

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

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged
Incident(s):_____

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

List any witnesses that were present:
_____
_____

Where did the incident(s) occur?
_____

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

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

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

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

Corporal Punishment

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

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

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

Examples of PERMITTED actions (NOT corporal punishment):

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

Examples of PROHIBITED actions (corporal punishment):

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School–wide Dress Code Prohibiting Gang-related Apparel

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

DRESS CODE

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

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

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

MPS STUDENT UNIFORM POLICY

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

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No Jean style pants.

No Cargo pants/shorts.
Must have a built in pocket not a sewn on pocket.

Undergarments:

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

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

Shoes:

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

Jewelry and accessories/Cosmetics:

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

- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

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.

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 doingits 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 ourvision 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 addressesthe 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 Illuminate.
- 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 Illuminate.
- 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 Illuminate.
- 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.

Illuminate 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 Illuminate.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Illuminate. 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. Illuminate 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 Illuminate. The Illuminate point system serves as an incentive program that our teachers use to encourage students to improve.
6. Communication: Illuminate 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 Illuminate. 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. Illuminate 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.
7. Parent Square: Parent square is another form of communication that allows parents, students, and teachers and the school's leadership team to communicate.

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 2019
- 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 2019
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

The Physical Environment-Place (Component 2)

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The Social Climate and the Physical Environment (Continued)

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Parent Task Force (PTF)
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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

Illuminate Behavior Points

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

Positive Rewards:
+5 Contact parent/guardian +20 One day free dress (pass will be given) +30 Two day free dress pass (pass will be given) +45 free dress every Friday for one month (pass will be given) +50 VIP lunch and "Race to the top"

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.

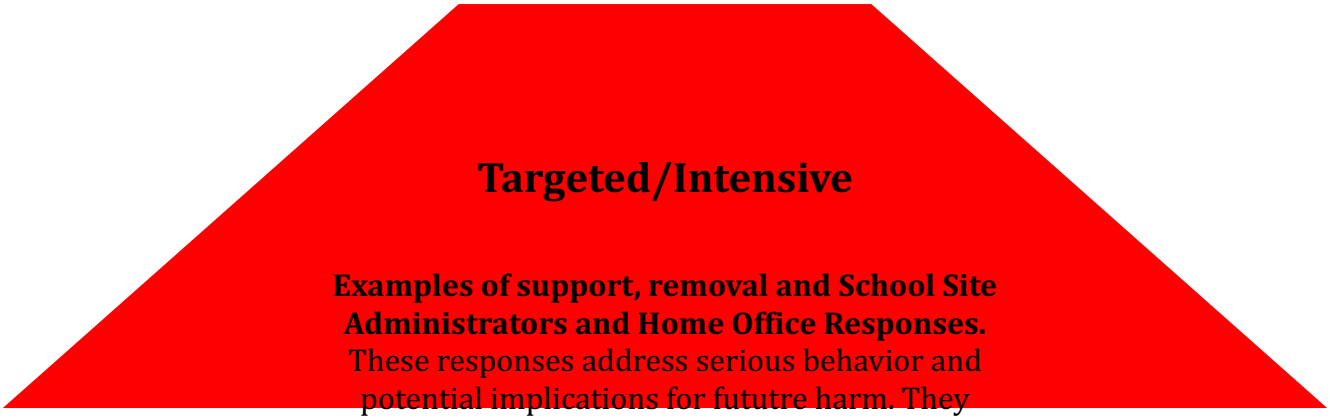
Level 1 Infraction	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper 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 rules/personnel	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

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
• 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 • 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	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



See Categorical Offenses

Level 3 Infractions	Interventions
• 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 • 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	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

• 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	

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

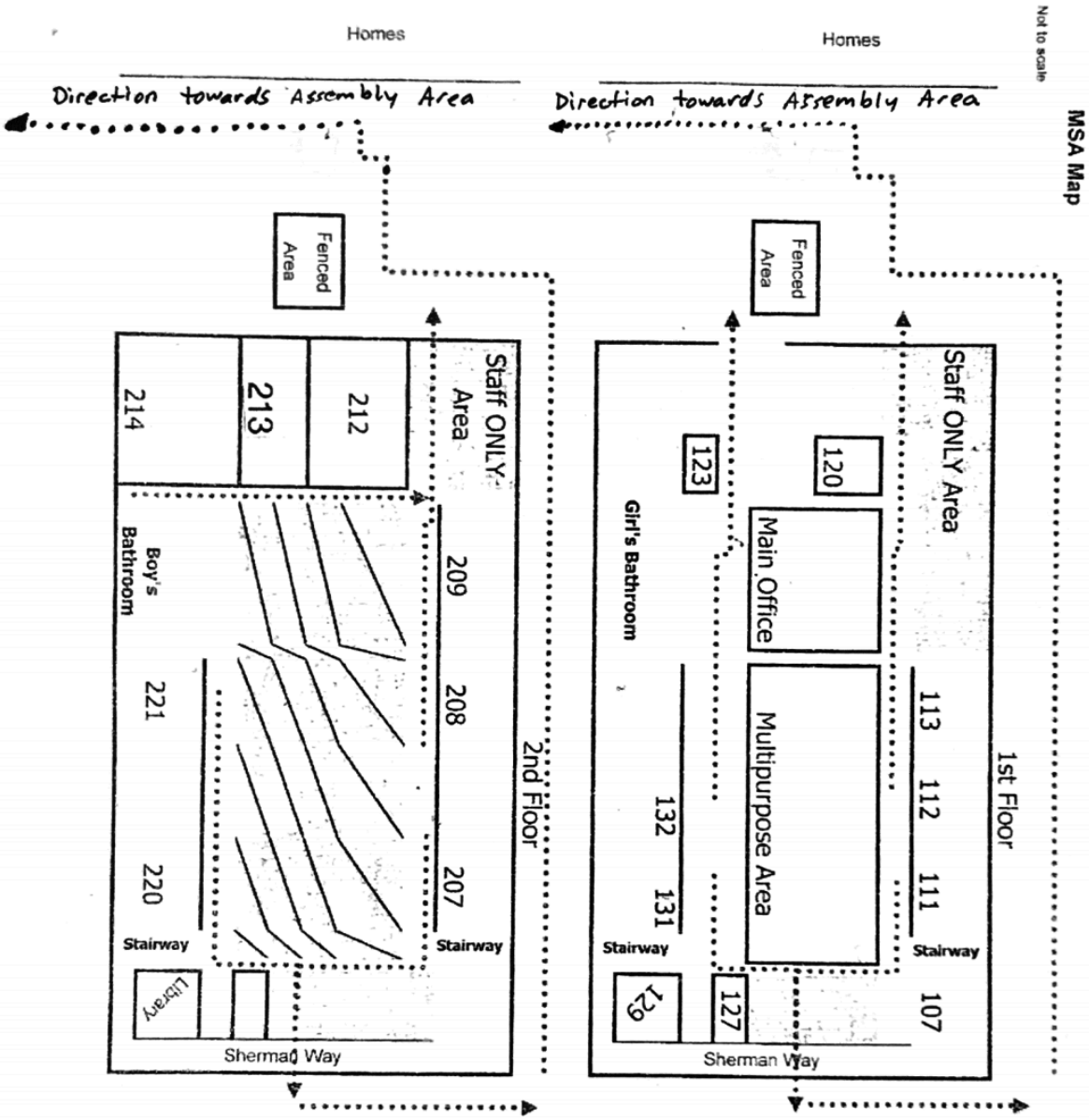
- Goal(s): Maintain and upkeep a safe school campus
  - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.

    - Related Activities: Teachers can report concerns during weekly staff meetings.
    - Resources needed: Walk-thru form, building supplies
    - Person(s) responsible for implementation: Plant manager

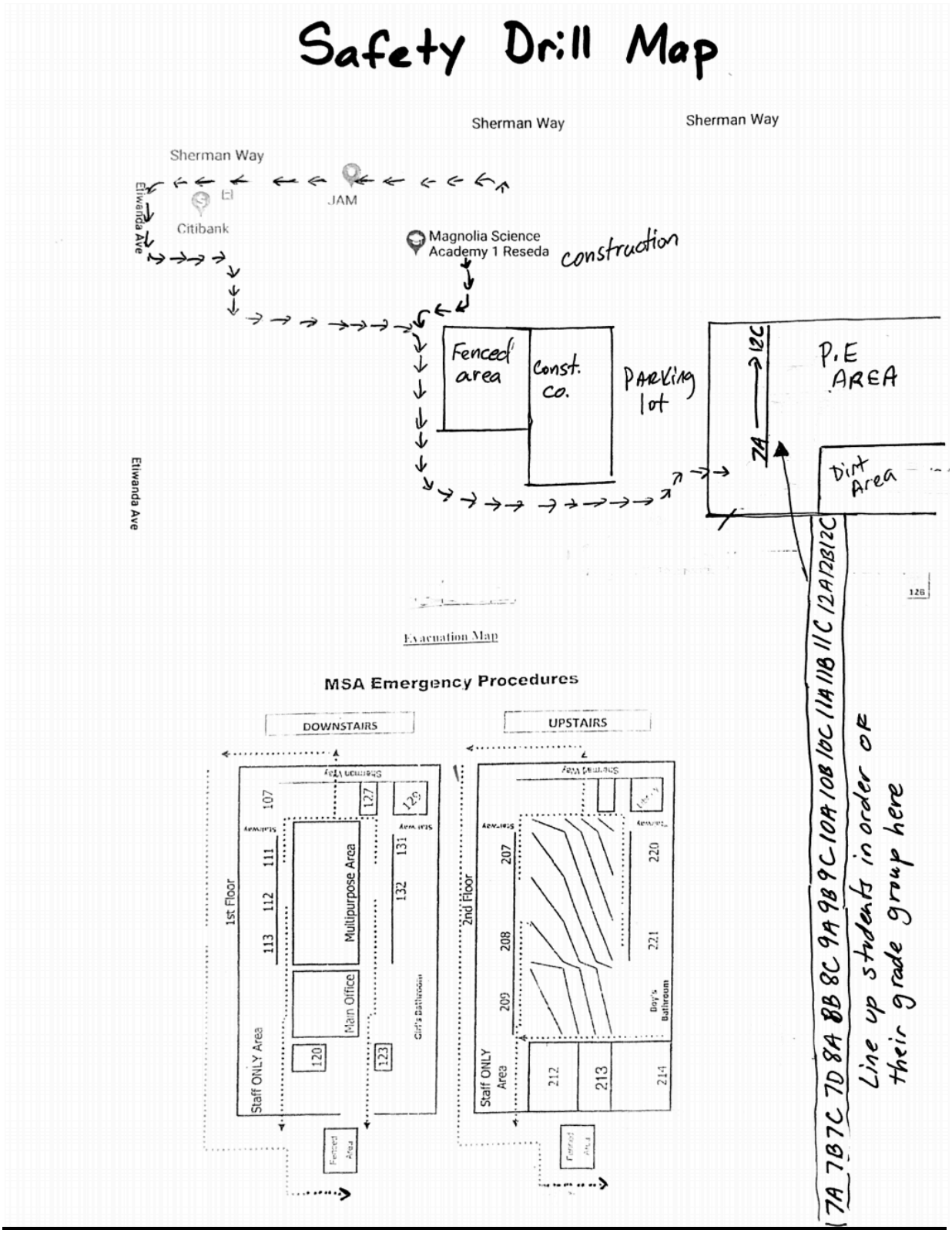
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

School Map

School Map



Evacuation Map


Safety Drill Map
Sherman Way
Sherman Way
Sherman Way
Etiwanda Ave
El
JAM
Citibank
Magnolia Science Academy 1 Reseda
construction
Fenced area
Const. co.
PARKING lot
12C
P.E AREA
7A
Dirt Area
Etiwanda Ave
12B
Evacuation Map
MSA Emergency Procedures
DOWNSTAIRS
UPSTAIRS
1st Floor
2nd Floor
Staff ONLY Area
Multipurpose Area
Main Office
Girl's Bathroom
Boy's Bathroom
Fenced Area
7A 7B 7C 7D 8A 8B 8C 9A 9B 9C 10A 10B 10C 11A 11B 11C 12A 12B 12C
Line up students in order of their grade group here

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

- ☐ Fire
- ☐ Earthquake drill with evacuation
- ☐ Shelter in Place
- ☐ Drop/Cover/Hold or "Drop"
- ☐ 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			
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
2018-2019 and 2019-2020

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:

_____Failure to follow proper policy
_____Inattention
_____Carelessness
_____Unreasonable demands
_____Retaliation
_____Act of other
_____Alcohol/drug use
_____Unsafe act

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

_____

_____

Comments:

_____

_____

_____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

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

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

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

Host Crisis Help

Home office support team

Always call 911 first when a life-threatening emergency is in place! You can call the Suat Acar, Chief Operations Officer anytime by skipping the below process to get direct guidance. In case you cannot reach the Chief Operations Officer you may call our CEO Mr. Rubalcava or Assistant Director of Student Services Dr. Brenda Lopez for immediate assistance.

1- The principal or the dean (Admin) is informed about an emergency or a crisis situation
2- If possible, the admin investigates and provides an incident report to the host@magnolia email. In case of urgency the admin or designee sends an email to host@magnolia immediately then provides the incident report later.
3- Suat Acar directs the conversation to the related, appropriate home office staff for further follow-up. Either Suat or related home office staff start a text message conversation for quick, instant communication
4- Case follow up report to be provided to host@magnolia by the related home office staff and the school admin.

5- If the case investigation, follow up needs further time the related home office staff will follow up with the admin.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

Phone Number: 1 (669) 224-3412
Access Code: 921-759-077

Comprehensive School Safety Plan

Magnolia Science Academy 1 Amigo Campus
LACOE

Mustafa Sahin, Principal
18644 Sherman Way, Reseda 91335
818-975-8291
msahin@magnoliapublicschools.org

Magnolia Science Academy 1 Amigo Campus

A meeting for public input was held on 10/25/2018 at MSA1

Reviewed by Law Enforcement on 10/29/2018

Plan Adopted by School Site Council on 10/25/2018

Plan approved by Magnolia Public Schools Board _____

Committee members
Mustafa Sahin, Principal
Lori Morley, Designee
Greg Hanson, Teacher Representative
Jessica Gomez, Classified Employee
Oscar Martin, LAPD, PII Officer

Public Inspection

This document is available for public inspection at Magnolia Science Academy-1 and on website at https://msa1.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 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, Illuminate 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 Illuminate behavior data to identify any property damage that has occurred.
    e. Attendance rates
        i. Student attendance rates were pulled from Illuminate.
        ii. Truancy data was pulled from Illuminate

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

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐YES ☐NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐LAW ENFORCEMENT ☐COUNTY PROBATION ☐COUNTY WELFARE / CPS (Child Protective Services)	AGENCY	
ADDRESS Street City Zip		DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE		TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip		TELEPHONE ( )	
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐YES ☐NO	DEVELOPMENTALLY DISABLED? ☐YES ☐NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ☐YES ☐NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐DAY CARE ☐CHILD CARE CENTER ☐FOSTER FAMILY HOME ☐FAMILY FRIEND ☐GROUP HOME OR INSTITUTION ☐RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐PHYSICAL ☐MENTAL ☐SEXUAL ☐NEGLECT ☐OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐YES ☐NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐YES ☐NO ☐UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY
1.			
2.			
3.			
4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip		TELEPHONE ( )	
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *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.

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.

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

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 procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

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 comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of 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 establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 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 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 Section 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 Section 504?

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" [form available from the CSD website or office], including attachments as required on the form
- 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from 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 section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to 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.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-1. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion 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 MSA-1's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions. 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, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

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.

Positive Discipline

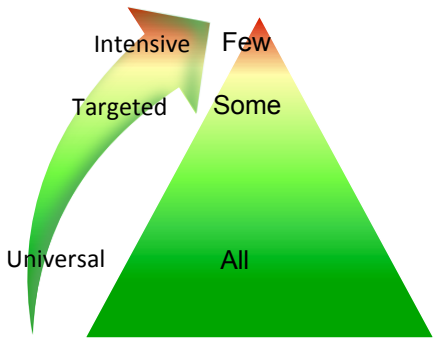
MSA-1 staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-1 staff. Teachers will not only report discipline issues on the school information system, Illuminate or equivalent, 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 MSA-1. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent 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 Charter School and parents will develop a partnfership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-1 provides its staff with Professional Development in the area of restorative practices alternatives to suspension, and positive behavior supports.



As part of its Multi-tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, MSA-1 implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-1 implements prevention strategies for each tier as presented below:

Tier	Prevention Description
I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.
III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

MSA-1 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a 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, Principal/Assistant Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended for prohibited misconduct as identified below under the heading, “Enumerated Offenses,” if the act is (1) related to school activity; (2) school attendance occurring at MSA-1; or (3) a MSA-1 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

Discretionary Suspension 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 minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

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

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 resulting in negligible loss.

8. Stole or attempted to steal school property or private property.

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

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. 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.

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

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic 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.

18. 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 offensive as 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 pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

20. 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 pupils in any of grades 4 to 12, inclusive.

21. 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 schoolsite, 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.

22. 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 paragraphs 1 and 2 of this section.

23. 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.

Mandatory Suspension Offenses

Students shall be suspended 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 in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.

4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code Section 48915(h).

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 Charter 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 Charter School personnel. If a student is suspended, by Principal or Designee, 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 (2) 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 Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA-1 assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, MSA-1 utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Assistant Principal. The Assistant Principal will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school

suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Assistant Principal will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/ guardian feedback is also welcomes regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Assistant Principal will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all stakeholders by the end of the school day.

Notice to Parents/Guardians

At the time of the 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, by the Principal or Designee, 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 and will provide information about the appeal right and process. If Charter School administrators 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 Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made, verbally or in writing, 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. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. 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. The Charter School administrators 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 Sections 35253 and 49076 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 with school site administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or Designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (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, the 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, the 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, that are described below under the heading, "Discretionary Expellable Offences and Mandatory Expulsion Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA-1 or at any other school; or (3) a MSA-1 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.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, 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. 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.

10. 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.

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

12. 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 pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

13. Made terroristic 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.

14. 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 pupils in any of grades 4 to 12, inclusive.

15. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

16. 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 pupils in any of grades 4 to 12, inclusive.

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

    i. "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 substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. 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.

    ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:
    i. 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.
    ii. 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.
    iii. 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.
    i. 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.
    ii. 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.

2. 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.

18. 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 paragraphs 1 and 2 of this section.

19. 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.

Mandatory Expulsion Offenses

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code 48915(h).

Expulsion Procedures

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. 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 Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(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 presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The process for investigating incidents and collecting evidence will be fair and thorough.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, 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. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, 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 MSA-1's 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 Charter 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

MSA-1 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 complaining 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 Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the Panel.

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 (5) 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. MSA-1 administrators 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 Administrative 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 Administrative Panel 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 Administrative Panel 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 entity presiding over the hearing from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel 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, MSA-1 administrators must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-1. The Administrative Panel 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 Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity 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 hearing 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 under investigation, 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 no 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 Administrative Panel 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 determination 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. Sworn declarations may be admitted as testimony from witnesses of whom the Panel 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 expel, 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 within 30 days 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(s) 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 MSA-1
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
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

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

MSA-1 shall maintain records of all student suspensions and expulsions at MSA-1. 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 receiving the written notice 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 or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The 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, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the 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 the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission/Reinstatement
The decision to readmit a pupil previously expelled from MSA-1 shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the

meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA-1's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans
Pupils who are expelled from MSA-1 shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-1 for readmission.

MSA-1 shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

ADDITIONAL PROVISIONS

Bullying

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

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 Illuminate. 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 Illuminate. *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/willfullydefiant behavior (grades 4-12)
(l) Received stolen property
(m) Imitation firearm
(n) Sexual assault or battery
(o) Harassed/threatened witness
(p) Sale of soma
(q) Hazing
(r) Bullying/cyberbullying
(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)
E.C. 48900.3 Hateviolence(gr 4-12)
E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
E.C. 48900.7 Terrorist threats against school officials or property
E.C. 48915 (a)(1)(A) Serious physical injury
(a)(1)(B) Possession: knife or dangerous object
(a)(1)(C) Controlled substance
(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee
E.C. 48915(c)(1) Possessing, selling, furnishing firearm
(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance
(c)(4) Committing or attempting to commit sexual assault or battery
(c)(5) Possession of an explosive

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

SAMPLE
Confidential
Memorandum

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

Re: Students having committed specified crime

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

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

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

PLEASE DISTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

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

Prohibited Unlawful Harassment:

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

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

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

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

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

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years

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

Sexual harassment may include, but is not limited to:

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

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

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

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

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

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

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

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

Sexual Abuse and Sex Trafficking

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

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

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

If harassment or discrimination occurs, school staff should:

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

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

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

8. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

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

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints:

(Complaints by Employees Against Employees)

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

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

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;

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

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

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

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

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

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

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

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):
_____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

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

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged
Incident(s):_____

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

List any witnesses that were present:

_____
_____

Where did the incident(s) occur?

_____

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

_____
_____
_____

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

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

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

Corporal Punishment

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

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

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

Examples of PERMITTED actions (NOT corporal punishment):

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

Examples of PROHIBITED actions (corporal punishment):

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.
  Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School–Wide Dress Code Prohibiting Gang-Related Apparel

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

DRESS CODE

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

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

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

MPS STUDENT UNIFORM POLICY

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

Pants/Skirts/Skorts/Shorts:

May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.

Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No Jean style pants.
No Cargo pants/shorts.
Must have a built in pocket not a sewn on pocket.

Undergarments:

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

Uniform:

Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

Shoes:

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

Jewelry and accessories/Cosmetics:

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

- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

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.

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.

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 Illuminate.
- 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 Illuminate.
- 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 Illuminate.
- 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.

Illuminate 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 Illuminate.
4. Homework/Assignments: Our teachers upload and document all homework assignments on Illuminate. 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. Illuminate 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 Illuminate. The Illuminate point system serves as an incentive program that our teachers use to encourage students to improve.
6. Communication: Illuminate 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 Illuminate. 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. Illuminate 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.
7. Parent Square: Parent square is another form of communication that allows parents, students, and teachers and the school's leadership team to communicate.

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 2019
- 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 2019
- Budget: Refer to schools annual budget
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The Physical Environment-Place (Component 2)

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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:

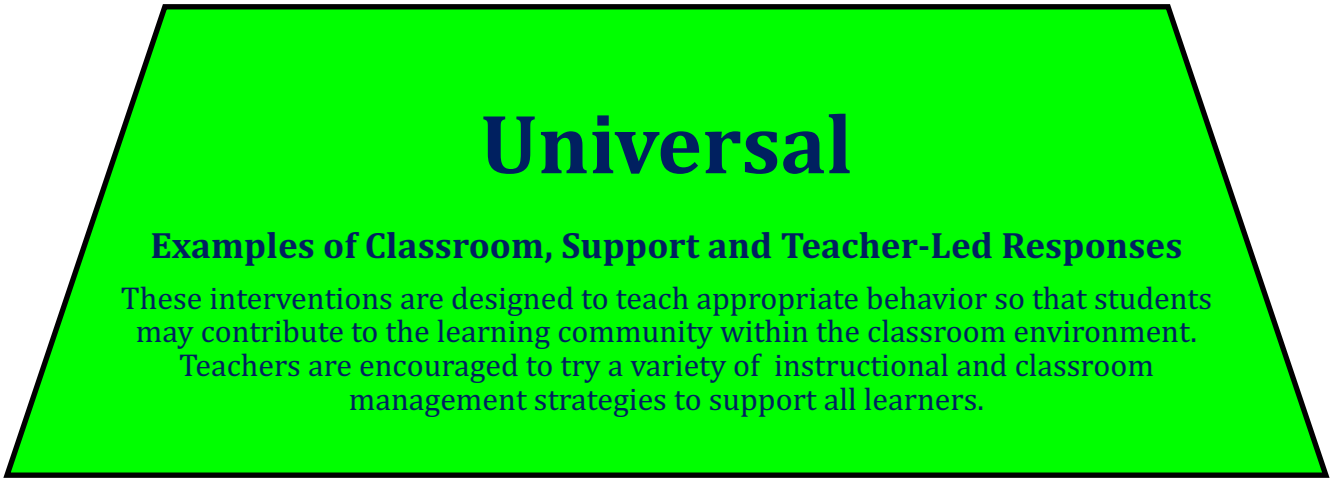
1. In Class Warning 2. Student-Teacher Conference 3. Detention / Parental Notification 4. Parent Conference 5. Office Referral & Administrative Disciplinary Procedures

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

Positive Rewards:
+5 Contact parent/guardian +20 One day free dress (pass will be given) +30 Two day free dress pass (pass will be given) +45 free dress every Friday for one month (pass will be given) +50 VIP lunch and "Race to the top"

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



Level 1 Infraction	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned	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

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 rules/personnel	Verbal correction and redirection Reminders, Role-Play, daily progress sheet Loss of Classroom Privileges Written and/or verbal reflection

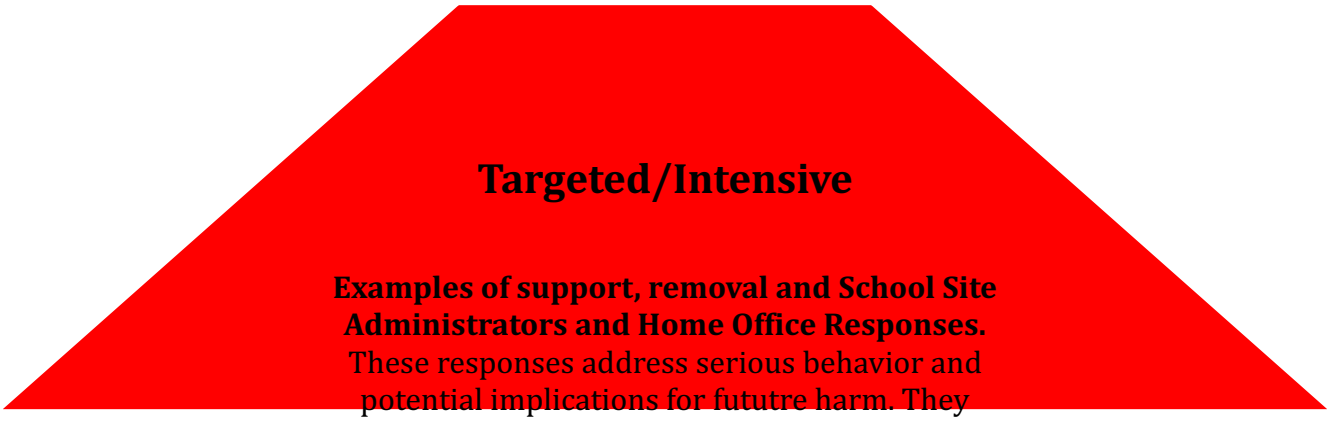
Selected

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
• 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.)	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

• Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • 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	



See Categorical Offenses

Level 3 Infractions	Interventions
• 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 • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law	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

• 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	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.

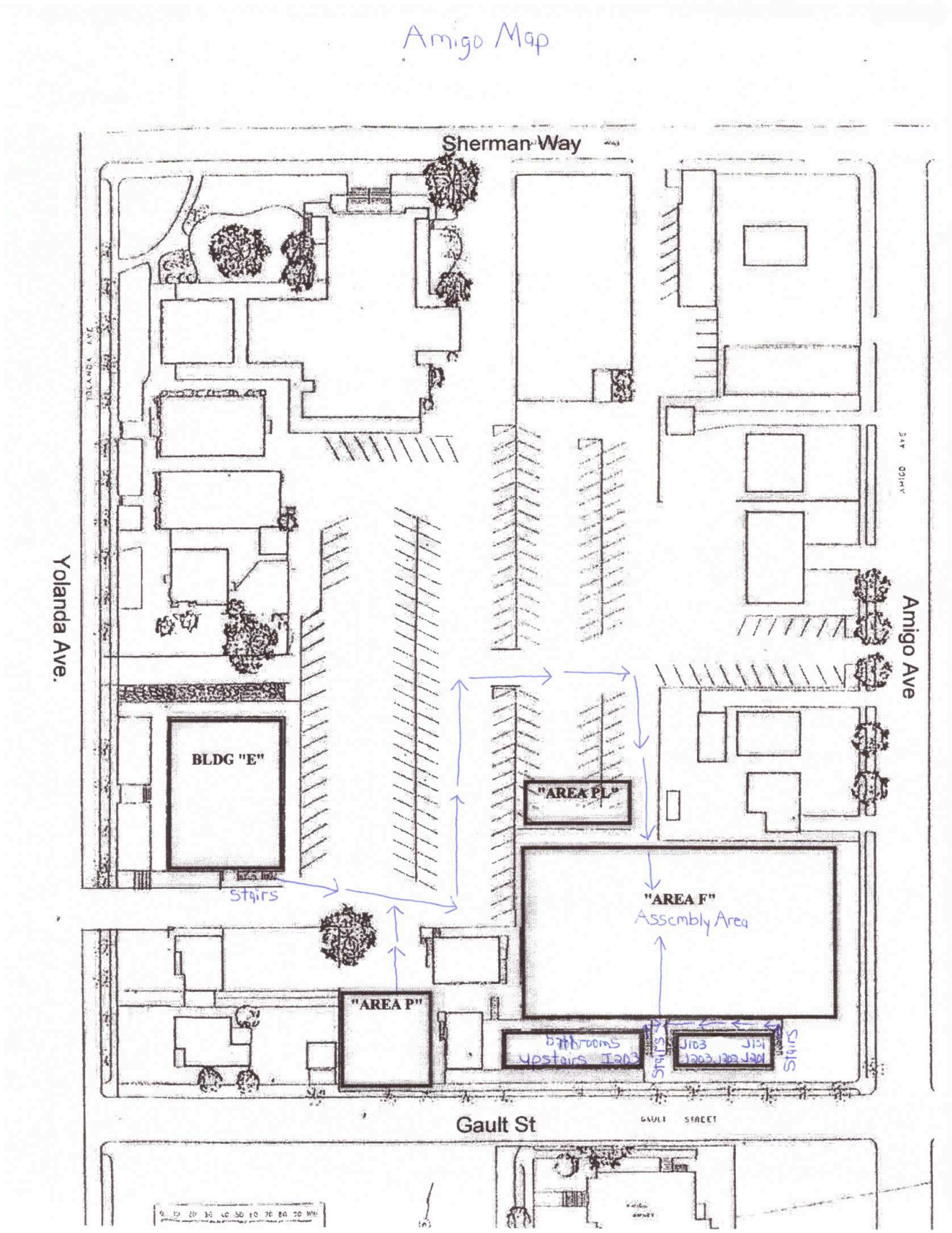
    - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
    - Resources needed: Safety plan,
    - Person(s) responsible for implementation: Designated administrator, safety committee
    - Budget: None
    - Evaluation guidelines: Surveys, Feedback from stakeholders

Component 2 - Physical Environment

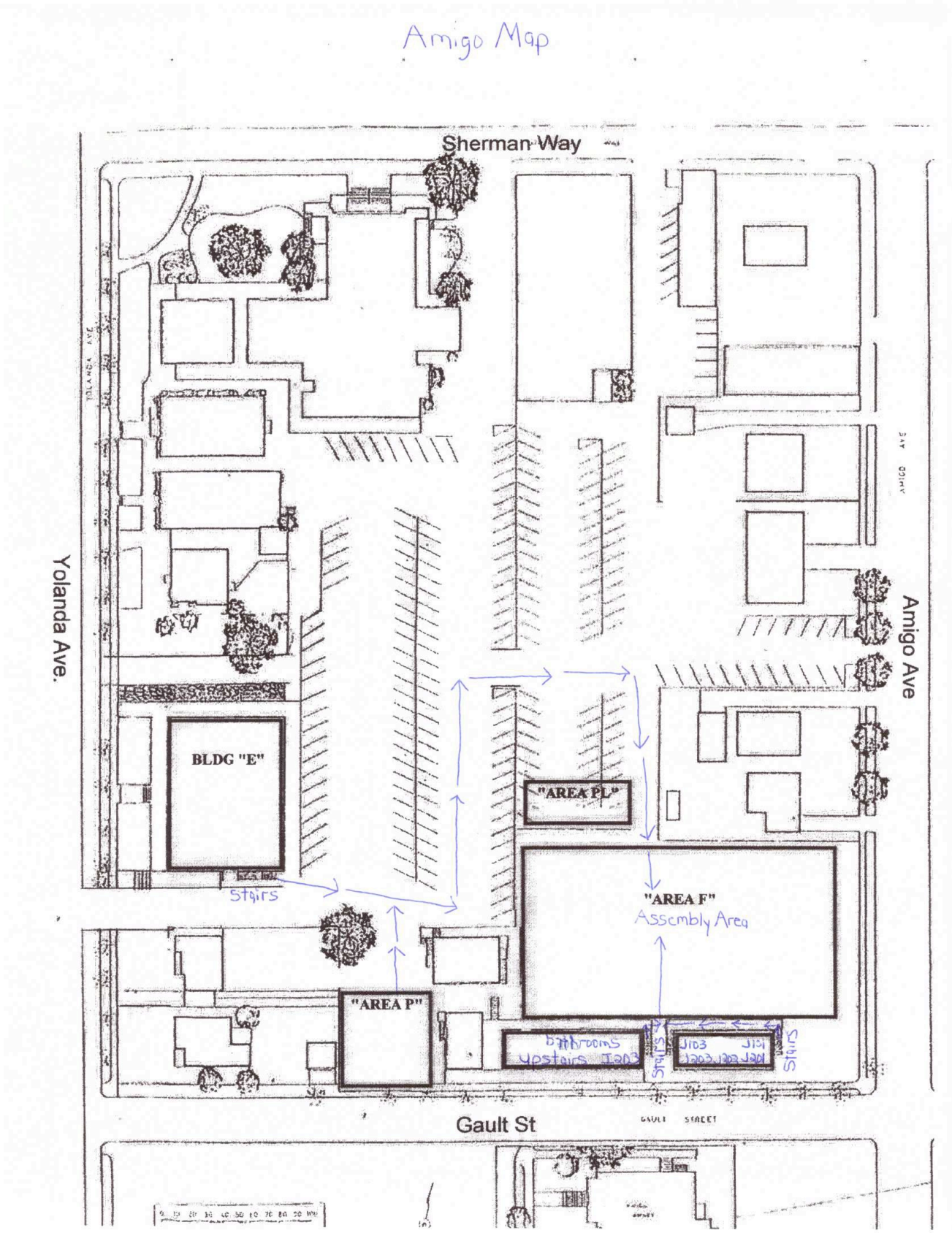
- Goal(s): Maintain and upkeep a safe school campus
  - Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.

    - 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

School Map


Amigo Map
Sherman Way
Yolanda Ave.
Amigo Ave
BLDG "E"
"AREA PL"
"AREA F"
Assembly Area
"AREA P"
Stairs
Gault St

Evacuation Map



Personnel and Responsibilities

Mustafa Sahin	Principal
Lori Morley	Dean/SPED Coordinator
Mariam Budagyan	English Teacher
Asim Cengiz	PE Teacher
Greg Hanson	Science Teacher
Yasmeen Kaplan	Math Teacher
Sinai Shayan	History Teacher
Ergul Acar	Power English Teacher
Matt Atay	Power Math Teacher
Irem Bidak	Computer Literacy Teacher
Meiling Seward	Art Teacher
Jessica Gomez	School Secretary
Jonathan Rodriguez	Campus Aide
Josefina Ochoa	Janitor
Nyeka Artiage	After School Coordinator
Enes Ozdemir	After School Personnel

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

- ☐ Fire
- ☐ Earthquake drill with evacuation
- ☐ Shelter in Place
- ☐ Drop/Cover/Hold or "Drop"
- ☐ 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			
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
2018-2019 and 2019-2020

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:

_____Failure to follow proper policy
_____Inattention
_____Carelessness
_____Unreasonable demands
_____Retaliation
_____Act of other
_____Alcohol/drug use
_____Unsafe act

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

_____

_____

Comments:
_____

_____

_____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

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

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

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

Host Crisis Help

Home office support team

Always call 911 first when a life-threatening emergency is in place! You can call the Suat Acar, Chief Operations Officer anytime by skipping the below process to get direct guidance. In case you cannot reach the Chief Operations Officer you may call our CEO Mr. Rubalcava or Assistant Director of Student Services Dr. Brenda Lopez for immediate assistance.

1- The principal or the dean (Admin) is informed about an emergency or a crisis situation
2- If possible, the admin investigates and provides an incident report to the host@magnolia email. In case of urgency the admin or designee sends an email to host@magnolia immediately then provides the incident report later.
3- Suat Acar directs the conversation to the related, appropriate home office staff for further follow-up. Either Suat or related home office staff start a text message conversation for quick, instant communication
4- Case follow up report to be provided to host@magnolia by the related home office staff and the school admin.
5- If the case investigation, follow up needs further time the related home office staff will follow up with the admin.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

Phone Number: 1 (669) 224-3412
Access Code: 921-759-077

Comprehensive School Safety Plan

Magnolia Science Academy-2
Magnolia Public Schools School District

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

A meeting for public input was held on 03/15/2018 at MSA-2

Reviewed by Law Enforcement 10/29/2018

Plan Adopted by School Site Council 10/26/2018

Plan approved by Magnolia Public Schools Board _____

Committee Members

Selcuk Keskinturk, Principal
David Garner, Designee
Curtiss Philipsen, Teacher Representative
Cesar Granados, Parent of Attending Student
Wendy Salinas, Classified Employee
SLO Oscar Bocanegra, LAPD
Laura Ruiz, Student

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

School Site Mission

Mission

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

Vision

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

Core Values

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

Excellence

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

Innovation

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

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to

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

Statement of Purpose

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

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

Employee Preparedness

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

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

Powered by BoardOnTrack

- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

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

Instructional staff is responsible for the following:

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

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

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

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

Employee/Student Special Needs

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

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

Emergency On-Site Personnel

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

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Assessment of the Current Status of School Crime

1. Data sources the committee reviewed:
    a. Local law enforcement crime data
        i. During the most recent 6 month period from 4/29/18 through 10/25/18, there have been 215 reported crimes in a 1-mile radius around the school. The top three crime violations, based on www.crimemapping.com/map/region/lapdWestValleyArea are:
            1. Theft (146) [67.91%]
            2. Assault (30) [13.95%]
            3. Burglary (24) [11.16%]
    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: Illuminate 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 Illuminate behavior data to identify any property damage that has occurred.
    e. Attendance rates
        i. Student attendance rates were pulled from Illuminate.
        ii. Truancy data was pulled from Illuminate
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

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS — Street / City / Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS — Street / City / Zip

DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE

TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip

TELEPHONE ( )

PRESENT LOCATION OF VICTIM

SCHOOL

CLASS

GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO

DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO

OTHER DISABILITY (SPECIFY)

PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:
☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND
☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*
☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT
☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT

PHOTOS TAKEN? ☐ YES ☐ NO

DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip

HOME PHONE ( )

BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip

HOME PHONE ( )

BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip

TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *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.

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.

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

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. Home Office will also be informed using the HOST email system (refer to HOST Attachment). In the event of any of the below listed scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

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/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 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.

_____

Page 1 of 2

ATTACHMENT F

18. Did you encounter problems with any of the following?
(Omit# "d, e, & f" for Drop/Cover/Hold or "Drop")
(Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

19. Using a grading scale from A through F, please grade the following:
(Omit "a, b, & c" for Drop/Cover/Hold or "Drop")
(Omit "a" for Campus Protection or "Lockdown")

	A	B	C	D	F
a. Student behavior during evacuation procedure					
b. Student accounting					
c. Staff accounting					
d. Performance of alert system					
e. Performance of members of the school safety team					
f. Overall student performance					
g. Overall staff performance					

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

21. What were the three top lessons learned?

1. _____
2. _____
3. _____

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

_____
_____

Questions can be directed to emergencyservices@lausd.net or 213-241-3889.
This form may also be downloaded at http://emergencyservices.lausd.net

Emergency Drill Report Form:

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

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

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

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

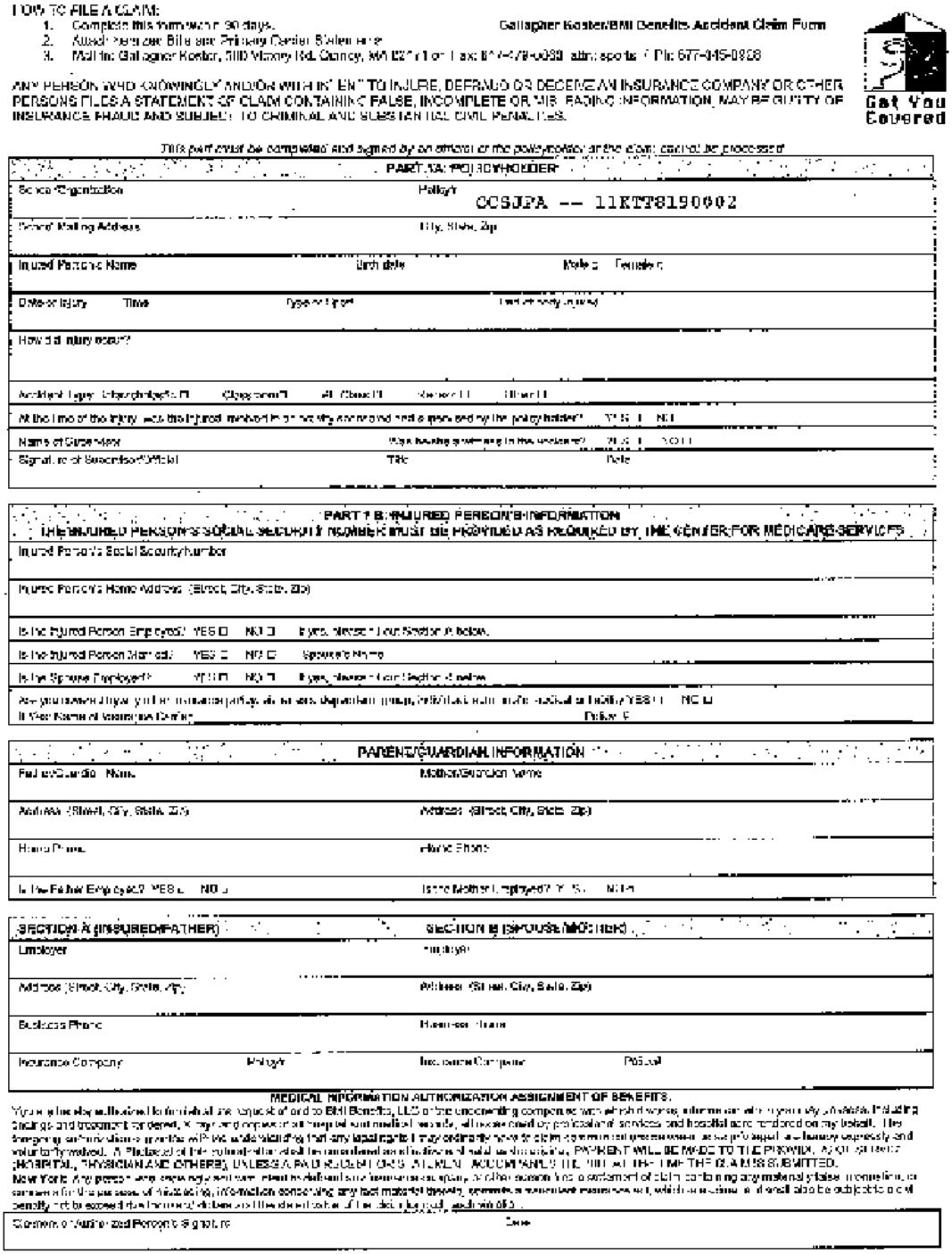
OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

MSA-2 Emergency Drills Calendar for the 2018-19 Academic Year:

- August 2018 August Fire Drill
- September 2018 September Drop and Cover Drill
- September 2018 Semester Lock Down/Shelter in Place Drill
- October 2018 October Fire Drill
- October 2018 October Drop and Cover - Shake Out Earthquake Drill
- November 2018 November Drop and Cover Drill
- November 2018 November Fire Drill
- December 2018 December Drop and Cover Drill
- December 2018 Semester Take Cover Drill
- December 2018 December Fire Drill
- January 2019 Semester Lock Down/Shelter in Place Drill
- January 2019 January Drop and Cover Drill
- January 2019 Semester Take Cover Drill
- January 2019 January Fire Drill
- February 2019 February Fire Drill
- February 2019 February Drop and Cover - Earthquake Drill
- March 2019 March Drop and Cover Drill
- March 2019 March Fire Drill
- April 2019 April Drop and Cover Drill
- April 2019 April Fire Drill
- May 2019 May Drop and Cover Drill
- May 2019 May Fire Drill
- June 2019 June Drop and Cover Drill
- June 2019 June Fire Drill

Insurance Claim Form:



HOW TO FILE A CLAIM:
1. Complete this form within 90 days.
2. Attach Itemized Bills and Primary Carrier's Explanation of Benefits
3. Mail to: Gallagher Koster, 5110 Maxwell Rd, Quincy, MA 02171 or Fax to 877-445-0838 attn: sports or Ph: 877-445-0838

Gallagher Koster/BMI Benefits Accident Claim Form

Get You Covered

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 GUILTY OF INSURANCE FRAUD AND SUBJECT TO CRIMINAL AND SUBSTANTIAL CIVIL PENALTIES.

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

PART A: POLICYHOLDER

School/Organization: Policy#: OCSJPA -- 11ETT8190002

School Mailing Address: City, State, Zip:

Injured Person's Name: Birth date: Male ☐ Female ☐

Date of Injury: Time: Type of Sport: Last Physical Activity:

How did injury occur?

Accident Injury: Playing/Practice ☐ Competition ☐ At School ☐ Overuse ☐ Other ☐

At the time of the injury was the injured participant in an activity and event that is sponsored by the policyholder? YES ☐ NO ☐

Name of Supervisor: Was supervising person trained? YES ☐ NO ☐

Signature of Supervisor/Official: 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 ☐ NO ☐ If yes, Answer Your Section A below.

Is the Injured Person Married? YES ☐ NO ☐ Spouse's Name:

Is the Spouse Employed? YES ☐ NO ☐ If yes, Answer Your Section B below.

Are you covered under your health insurance policy, or workers compensation program, for medical benefits for the injury? YES ☐ NO ☐

If Yes: Name of Insurance Carrier: Policy #:

PARENT/GUARDIAN INFORMATION

Father/Guardian Name: Mother/Guardian Name:

Address: (Street, City, State, Zip) Address: (Street, City, State, Zip)

Home Phone: Home Phone:

Is the Father Employed? YES ☐ NO ☐ Is the Mother Employed? YES ☐ NO ☐

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: Policy#:	Insurance Company: Policy#:

MEDICAL INFORMATION AUTHORIZATION ASSIGNMENT OF BENEFITS:

You are hereby authorized to furnish all the services and to Bill Benefits, LLC or the undersigned companies with all information with respect to my injuries, including diagnosis and treatment rendered, X-rays and copies of hospital and medical records, all records and my physician's services and hospital care rendered on my behalf. This assignment authorizes payment to me and/or my legal representative. I understand I am responsible for all charges not covered by insurance, whether assigned or voluntarily waived. A Photocopy of this authorization shall be considered as effective and valid as the original. PAYMENT WILL BE MADE TO THE PROVIDER OF SERVICE (HOSPITAL, PHYSICIAN AND OTHERS) UNLESS A PAID RECEIPT IS ATTACHED. ACCOUNTABLE TO BILL AT THE TIME THE CLAIM IS SUBMITTED.

New York: Any person who knowingly and with intent to defraud any insurance company or other person files a statement of claim containing any material false information, or conceals for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime and shall also be subject to a civil penalty not to exceed five thousand dollars and the stated value of the claim for each such violation.

Claimant's/Authorized Person's Signature: Date:

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 procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

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 comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of 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 establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education

programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 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 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 Section 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 Section 504?

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" [form available from the CSD website or office], including attachments as required on the form
- 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from 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 section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to 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.

In accordance with E.C. 47605(J)

The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and

witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-2. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion 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 MSA-2's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions. 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, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

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.

Positive Discipline

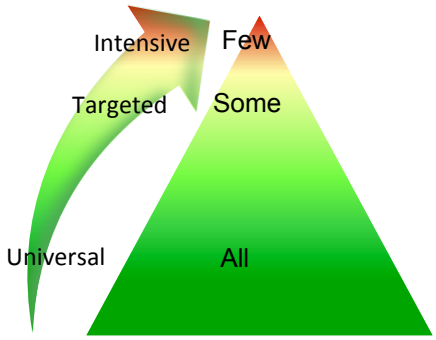
MSA-2 staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-2 staff. Teachers will not only report discipline issues on the school information system, Illuminate or equivalent, 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 MSA-2. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent 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 Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-2 provides its staff with Professional Development in the area of restorative practices alternatives to suspension, and positive behavior supports.



As part of its Multi-tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, MSA-2 implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-2 implements prevention strategies for each tier as presented below:

Tier	**Prevention Description**
I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.

III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

MSA-2 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a 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, Principal/Assistant Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended for prohibited misconduct as identified below under the heading, "Enumerated Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA-2; or (3) a MSA-2 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

Discretionary Suspension 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 minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

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

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 resulting in negligible loss.

8. Stole or attempted to steal school property or private property.

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

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. 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.

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

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic 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.

18. 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 offensive as 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 pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

20. 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 pupils in any of grades 4 to 12, inclusive.

21. 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 schoolsite, 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.

22. 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 paragraphs 1 and 2 of this section.

23. 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.

Mandatory Suspension Offenses

Students shall be suspended 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 in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code Section 48915(h).

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 Charter 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 Charter School personnel. If a student is suspended, by Principal or Designee, 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 (2) 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 Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA-2 assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, MSA-2 utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Assistant Principal. The Assistant Principal will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Assistant Principal will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/ guardian feedback is also welcomes regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Assistant Principal will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and

redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all stakeholders by the end of the school day.

Notice to Parents/Guardians

At the time of the 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, by the Principal or Designee, 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 and will provide information about the appeal right and process. If Charter School administrators 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 Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made, verbally or in writing, 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. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. 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. The Charter School administrators 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 Sections 35253 and 49076 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 with school site administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or Designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (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, the 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, the 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, that are described below under the heading, "Discretionary Expellable Offences and Mandatory Expulsion Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA-2 or at any other school; or (3) a MSA-2

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.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, 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. 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.

10. 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.

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

12. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

13. Made terroristic 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.

14. 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 pupils in any of grades 4 to 12, inclusive.

15. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

16. 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 pupils in any of grades 4 to 12, inclusive.

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

    i. "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:

        A. 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.

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

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

D. 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.

ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:

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

B. A post on a social network Internet Web site including, but not limited to:

i. 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.

ii. 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.

iii. 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.

2. 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.

18. 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 paragraphs 1 and 2 of this section.

19. 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.

Mandatory Expulsion Offenses

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code 48915(h).

Expulsion Procedures

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. 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 Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(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 presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The process for investigating incidents and collecting evidence will be fair and thorough.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, 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. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, 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 MSA-2's 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 Charter 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

MSA-2 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 complaining 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 Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the Panel.

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 (5) 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. MSA-2 administrators 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 Administrative 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 Administrative Panel 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 Administrative Panel 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 entity presiding over the hearing from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel 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, MSA-2 administrators must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-2. The Administrative Panel 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 Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity 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 hearing 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 under investigation, 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 no 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 Administrative Panel 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 determination 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. Sworn declarations may be admitted as testimony from witnesses of whom the Panel 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 expel, 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 within 30 days 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(s) 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 MSA-2
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
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

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

MSA-2 shall maintain records of all student suspensions and expulsions at MSA-2. 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 receiving the written notice 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 or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The 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, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the 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 the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission/Reinstatement

The decision to readmit a pupil previously expelled from MSA-2 shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA-2's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

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Rehabilitation Plans

Pupils who are expelled from MSA-2 shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-2 for readmission.

MSA-2 shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

ADDITIONAL PROVISIONS

Bullying

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

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 alterative 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 Illuminate. 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.

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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 Illuminate. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student*(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

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

E.C. 48900 **(a)(1)** Mutual fight

(a)(2) Assault/Battery

(b) Possessed, sold or furnished dangerous object

(c) Controlled substance/alcohol

(d) Imitation controlled substance

(e) Robbery/extortion

(f) Vandalism

(g) Theft

(h) Tobacco/nicotine products

(i) Obscene act, habitual profanity/vulgarity

(j) Drug paraphernalia

(k) Disruptive/willfully defiant behavior (grades 4-12)

(l) Received stolen property

(m) Imitation firearm

(n) Sexual assault or battery

(o) Harassed/threatened witness

(p) Sale of soma

(q) Hazing

(r) Bullying/cyberbullying

(s) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury

(a)(1)(B) Possession: knife or dangerous object

(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

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

(c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery

(c)(5) Possession of an explosive

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

SAMPLE

Confidential

Memorandum

To: _____**,** Teacher

From: _____**,** Principal/Designee

Date:

Re: Students having committed specified crime

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

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

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

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.

Principal/Designee

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

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

Prohibited Unlawful Harassment:

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

Prohibited Unlawful Sexual Harassment:

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

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

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire,

when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include the prevention of abusive conduct in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests, including but not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

Sexual harassment may include, but is not limited to:

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

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint or reporting sexual harassment.
MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Sexual Abuse and Sex Trafficking

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

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

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

If harassment or discrimination occurs, school staff should:

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

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

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.

4. Determine disciplinary consequences. See MPS Employee Handbook and MPS Student-Parent Handbook.
5. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
6. Notify parents or legal guardian and appropriate school personnel of incident.
7. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

Internal Complaint Review

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

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints:

(Complaints by Employees Against Employees)

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

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

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

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

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) find that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take suitable disciplinary action against the employee. As appropriate, The Principal (or the CEO) (or designee) may also counsel or reprimand employees about their conduct without initiating formal disciplinary measures.

The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The Board of Directors' decision shall be final.

General Requirements

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

HARASSMENT COMPLAINT FORM

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

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

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

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

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

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

Your Name: _____ Date: _____
Date of Alleged Incident(s): _____
Name of Person(s) you believe sexually harassed you or someone else: _____
_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

_____

_____

_____

_____

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

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

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

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

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

_____

_____

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

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

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

Corporal Punishment:

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

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

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

Examples of PERMITTED actions (NOT corporal punishment):

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

Examples of PROHIBITED actions (corporal punishment):

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

Acceptable and Unacceptable Staff/Student Behavior:

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the

duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

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

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

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity
- Obtaining formal approval to take students off school property for activities such as field trips or competitions
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology)
- Keeping the door open when alone with a student
- Keeping reasonable space between you and your students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries
- Involving your supervisor if conflict arises with the student
- Informing the Executive Director about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers
- Asking another staff member to be present if you will be alone with any type of special needs student
- Asking another staff member to be present when you must be alone with a student after regular school hours
- Giving students praise and recognition without touching them
- Pats on the back, high fives and handshakes are acceptable
- Keeping your professional conduct a high priority
- Asking yourself if your actions are worth your job and career

Dress Code

School–wide Dress Code prohibiting gang-related apparel

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

Dress Code

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

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

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

MPS Student Uniform Policy

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

- Must be either khaki color, black or navy blue.

- May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone.
- Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
- Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip.
- Pants may not be made from legging or jegging material.
- Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle.
- The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing.
- Socks may not be worn over pants.
- Rubber bands are not allowed on the bottom of pants or ankles.
- No Jean style pants.
- No Cargo pants/shorts.
- Must have a built in pocket not a sewn on pocket.

Undergarments:

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

Top:

- Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy.
- Undershirts must be short-sleeved if worn.
- The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
- Under shirt may not hang out of sleeves.
- White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.
- Hoods may not be worn at school.
- Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.

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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 undo attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

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.

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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 - The Social Climate (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
- Illuminate 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, Illuminate 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 Illuminate.
- 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 Illuminate.
- 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 Illuminate.
- 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.

Illuminate 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 Illuminate.
- Homework/Assignments: Our teachers upload and document all homework assignments on Illuminate. 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.
- Illuminate 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 Illuminate. The Illuminate 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: Illuminate 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 Illuminate. 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. Illuminate 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

ILLUMINATE Behavior Points

[For Middle & High School Only: Student behavior will be recorded on Illuminate 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.

BEHAVIORAL EXPECTATIONS		
BE SAFE	**BE RESPONSIBLE**	**BE RESPECTFUL**
• Keep hands to yourself. • Ask for permission to use any equipment, resources or materials. • Use equipment appropriately and for its intended use. • Walk to and from class during transition periods. • Report unsafe behaviors (e.g., bullying) • Remain in assigned areas. • Solve problems peacefully. • If you are unsure of something, seek help from or ask an adult.	• Arrive to class on time and ready to work. • Be on task. • Be prepared each day with school materials. • Give full effort in all work. • Raise hand in class. • Be in proper uniform. • Follow classroom expectations. • Throw away waste in proper receptacle. • Keep campus clean. • Sit in assigned seat. • Respect school property and ask before borrowing other's property. • Use restroom during non-class time.	• Follow the teacher's directions and use positive language with peers. • Acknowledge one's mistakes and correct them. • Be kind to others. • Respect each other's differences. • Respect other's property and personal space. • Use a quiet, conversational voice. • Use polite language such as thank you, you're welcome, and I'm sorry. • If in disagreement, voice concerns respectfully and appropriately. • Cooperate with adults and peers.

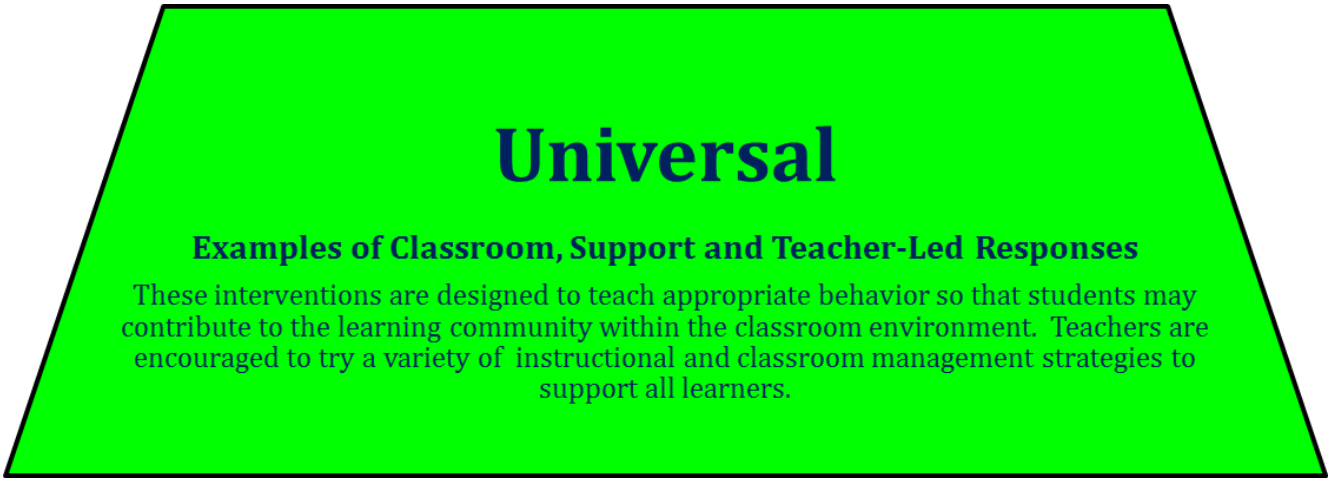
Unacceptable Types of Behavior and Consequences

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act

that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the MPS Student Expression Policy available in the office of each MPS school.

Multi-Tiered System of Response to Behavior



Level 1 Infraction	Interventions
● 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 rules/personnel	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

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
• 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 • 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	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

See Categorical Offenses

Level 3 Infractions	Interventions
• 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 • 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	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

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 comp 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. <u>This includes the use of social media for wrongful purposes.</u>

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, 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.

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- Not become involved in bullying incidents or be a bully.

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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.

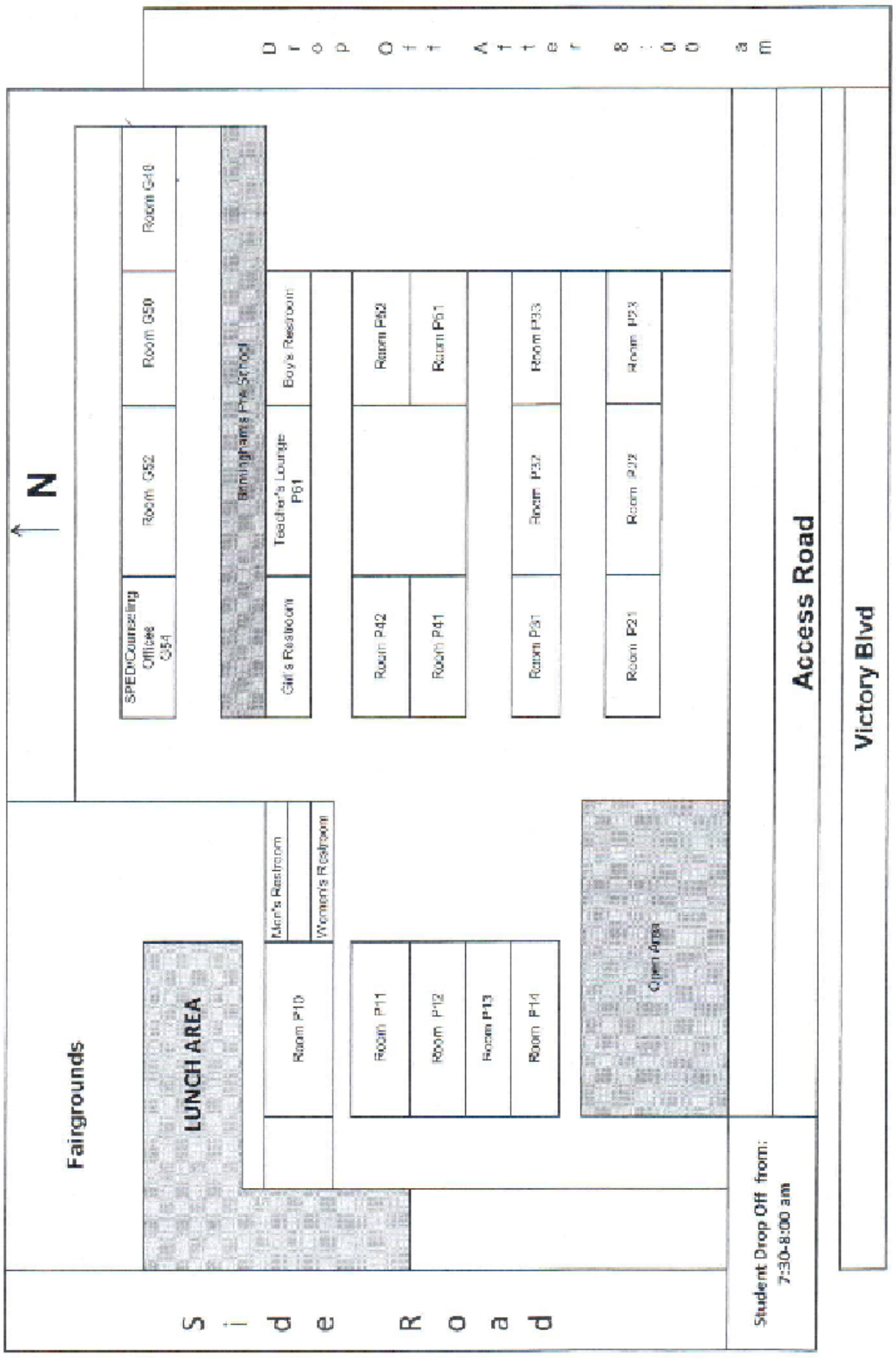
- Objective 1: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.
    - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
    - Resources needed: Safety plan,
    - Person(s) responsible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

Component 2 - Physical Environment

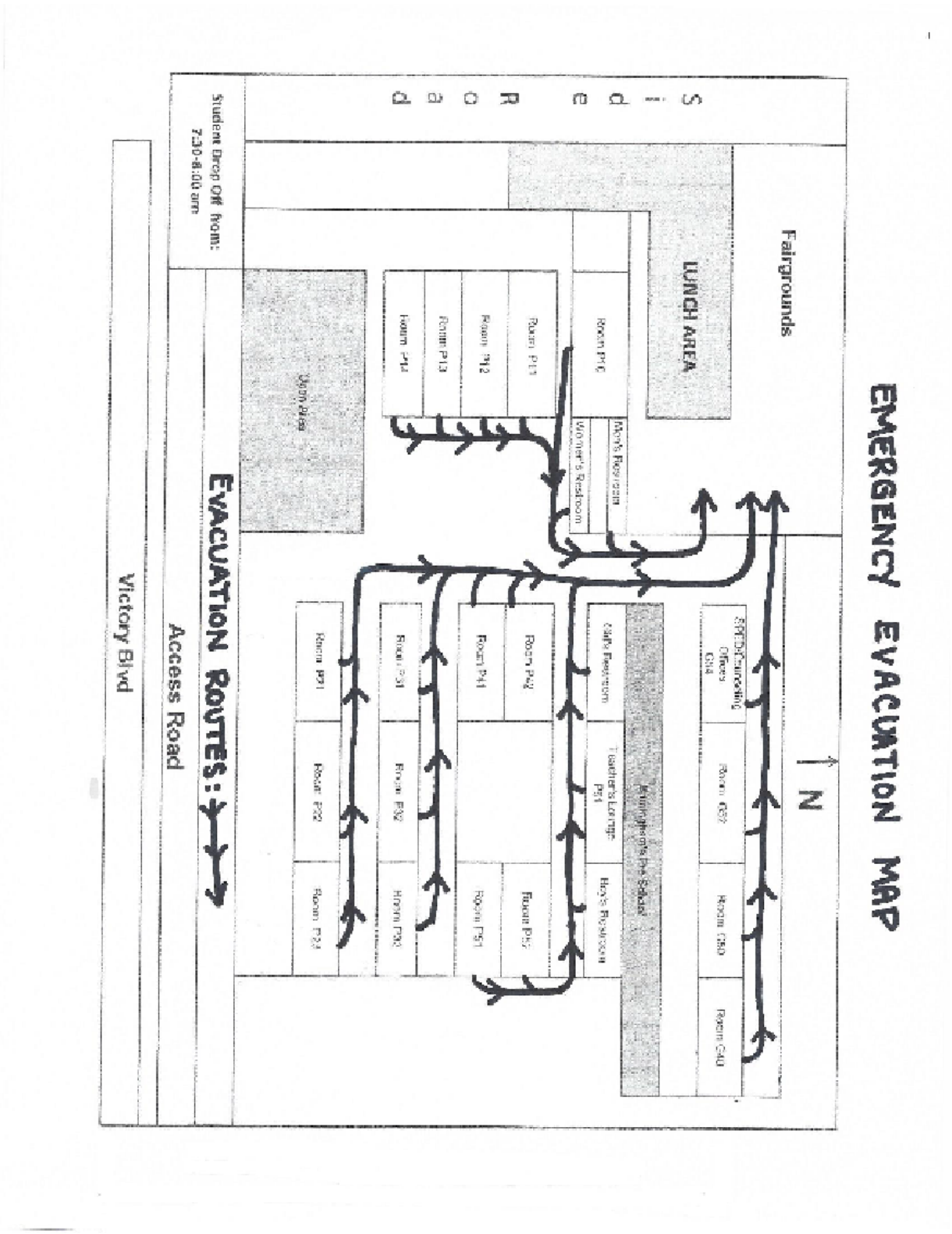
Goal(s): Maintain and upkeep a safe school campus

- 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

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

Comprehensive School Safety Plan

Magnolia Science Academy-3
LACOE

Stefond Johnson, Dean of Students
1254 E. Helmick St, Carson CA 90748
(310) 637-3806
sjohnson@magnoliapublicschools.org

A meeting for public review was held on 10/25/18

Review by Law Enforcement on 10/27/18

Plan approved by School Site Council on 10/29/18

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

Shandrea Daniel, Principal
Stefond Johnson, Designee
Olga Mendez, Teacher Representative
Clementeen Aubrey, Parent Representative
Janette Lee, Classified Employee
R. Chacon, Police Officer, LASPD
Keith Wright, Carson Parks & Rec., Community Member

This document is available for public inspection on our school's website at msa3.magnoliascience.org

Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

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:

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

C. Employee/Student Special Needs

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

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

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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

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f. School Site Council
g. Parent Task Force
h. Student Leadership
i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

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

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

Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

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

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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

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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

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐YES ☐NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE | TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	TELEPHONE ( )		
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐YES ☐NO	DEVELOPMENTALLY DISABLED? ☐YES ☐NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ☐YES ☐NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐DAY CARE ☐CHILD CARE CENTER ☐FOSTER FAMILY HOME ☐FAMILY FRIEND ☐GROUP HOME OR INSTITUTION ☐RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐PHYSICAL ☐MENTAL ☐SEXUAL ☐NEGLECT ☐OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐YES ☐NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐YES ☐NO ☐UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	TELEPHONE ( )		
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *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.

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.

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

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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. Home office will also be informed using HOST email system (Refer to HOST Attachment). In the event of any of the following scenarios the principal or his/her designee will communicate with stakeholders using the school's mass communication system.

- **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

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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.

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- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.
- The incident needs to be entered into CharterSafe and the claim form needs to be emailed to the administration team.

- **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.

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- **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.

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- 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.

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- 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).

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- 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.

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- 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).

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- 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

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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:**

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- 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

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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.

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- 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.

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- 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.

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

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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.
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.

GROUNDS 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.

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4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. 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

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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 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

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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

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• 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 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)

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)

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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.
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.

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)

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)

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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)
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

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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.

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

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the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include

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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 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:

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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 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.

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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 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

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- 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).

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

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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 screen". On the daily attendance report, when a student is suspended, it will show in Iluminate. 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

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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 Illuminate. *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

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(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/willfullydefiant 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.

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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.

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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 DISTROY 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:

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- 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

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is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

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

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

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

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

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

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- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms). The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment. MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Sexual Abuse and Sex Trafficking

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

B. **Staff/Student Interaction Policy**

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

Corporal Punishment:

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

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

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

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;

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

Examples of PROHIBITED actions (corporal punishment):

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

Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

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

Policies for dealing with harassment and discrimination are described in the MPS Employee Handbook and MPS Student-Parent Handbook.
If harassment or discrimination occurs, school staff should:

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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.

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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.

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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.

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

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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:

_____

_____

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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: _____

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.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

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Received by: _____ Date: _____

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

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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

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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

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situation later;

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

School–wide Dress Code prohibiting gang-related apparel

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

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.

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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

INSTRUCTIONS

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Create a plan, using the below format to make the school safer and more effective. The plan will address two factors, The Social Climate and The Physical Environment to identify your schools strengths, areas of desired change and future plans.

Create a caring and connected school climate-How do you make Students and Staff believe that the school is a caring community?

A. Involve parents:
   Goals:
   1. Continue Home Visit program, including an increased stipend for teacher home visits.
   2. Continue 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.

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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.

E. Emphasize critical thinking and respect
Goals:
1. Through instruction, provide students with 21st 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.

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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

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

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- 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
-

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.

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

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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.
    - 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,

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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

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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 Illuminate.
- 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.

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- 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 Illuminate.
- 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.

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- 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 Illuminate.
- 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.

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Illuminate 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: Illuminate will provide information on behavioral incidents for each student.

4. Homework/Assignments: Our teachers upload and document all homework assignments on Google Classroom. 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. Illuminate 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 Illuminate. The Illuminate 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 those incidents will be noted in Illuminate.

6. Communication: Illuminate does not allow for communication directly to parents. The school will utilize school-wide communication system, along with email and phone to communicate with parents.

<u>Our Graduates will be:</u>

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences and use these 21st 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:

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

21st Century Scholars who:

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

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Life Skills

Our 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)

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- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

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

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately10% 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

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

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.
    - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
    - Resources needed: Safety plan,
    - Person(s) responsible for implementation: Designated administrator, safety committee
    - Timeline for implementation: August 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

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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:

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.

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• 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.

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.

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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

Illuminate Behavior Points
[For Middle & High School Only: Student behavior will be recorded on Illuminate 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"

Minor/Major Behavior Entries:
-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 **Illuminate** 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 **Illuminate**, 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

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removal from a school activity, suspension, expulsion, and criminal prosecution. MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community. In other words MPS may discipline behavior at school or at a school related or school-sponsored function or any activity or any act that has a negative effect on the school environment or that is performed with/on/by/via school equipment or school property. The following tables delineate unacceptable types of behavior and possible consequences.

Behavior	Level 1	Level 2	Level 3
		◆ Frequent repeat of level 1 behavior	◆ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	○ Hurtful words (stupid/shut up) ○ Divisiveness (clique/gossip) ○ Excessive talking at inappropriate time ○ Isolated incident of inappropriate language ○ Excessive inappropriate noises ○ Excessive tattling	○ Disrespectful of adults ○ Arguing with adults ○ Crying and yelling	○ Vulgar language ○ Ethnic, religious or hateful slurs
Physical/ Contact	○ Impulsive touching ○ Playful contact ○ Irritating others ○ Aggressive play in context of recess games	○ Pushing with intent ○ Hitting ○ Kicking ○ Pinching ○ Throwing objects randomly ○ Spitting (random) ○ Misuse of property	○ Violent outburst ○ Fighting ○ Throwing object with intent to injure ○ Spitting at a person ○ Biting ○ Self-inflicting wound
Defiance	○ Rolling eyes ○ Situational refusal to follow directions ○ Posturing with body in an act of defiance	○ Refusing to follow directions on a regular basis ○ Passive-aggressive behavior	○ Refusing to leave/ enter a room, move to a different seat ○ Walking/running out of the classroom or away from adult supervision
Gestures	○ Poor manners	○ Giving the finger in isolated incident	○ Graffiti/vandalism ○ Opening/touching own private ○ Touching another student inappropriately ○ Gestures involving any sexual behavior
Impulsiveness	○ Off task ○ Shouting out in class ○ Disruptive ○ Out of seat ○ Noise making	○ Outbursts ○ Lack of personal boundaries	○ Violent outbursts/ tantrums ○ Explosive behavior ○ Running from designated area
Harassment	○ Teasing ○ Repeating 3rd party information ○ Passive participation in hurtful acts/words against others	○ Bullying ○ Hurtful acts/words against others	○ Sexual harassment ○ Cyber bullying/harassment

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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

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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

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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

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

Each MPS student agrees to:
• Value student differences and treat others with respect.
• Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff:
Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.
Harassment can be verbal, physical and visual. (Education Code, § 212.5) Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

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

Safety Goals for 2018-2019:

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,

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- Person(s) responsible for implementation: Designated administrator, safety committee
- Timeline for implementation: August 2019
- Budget: None
- Evaluation guidelines: Surveys, Feedback from stakeholders

Goal 2: Maintain and upkeep a safe school campus

- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.
  - Related Activities: Teachers can report concerns during weekly staff meetings.
  - Resources needed: Walk-thru form, building supplies
  - Person(s) responsible for implementation: Plant manager
  - Timeline for implementation: August 2018
  - Budget: Refer to schools annual budget

Evaluation guidelines: Surveys, Feedback from stakeholders

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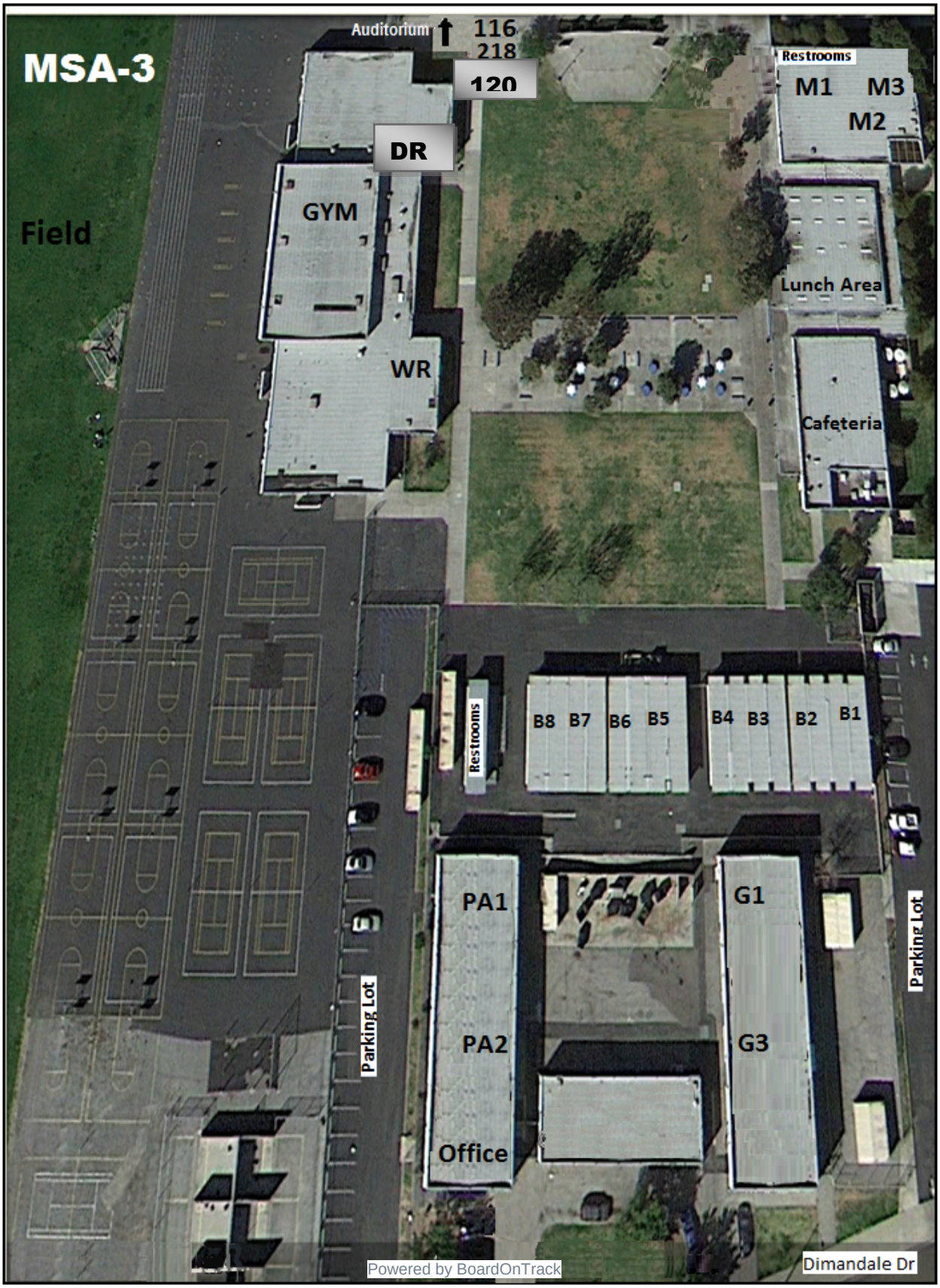

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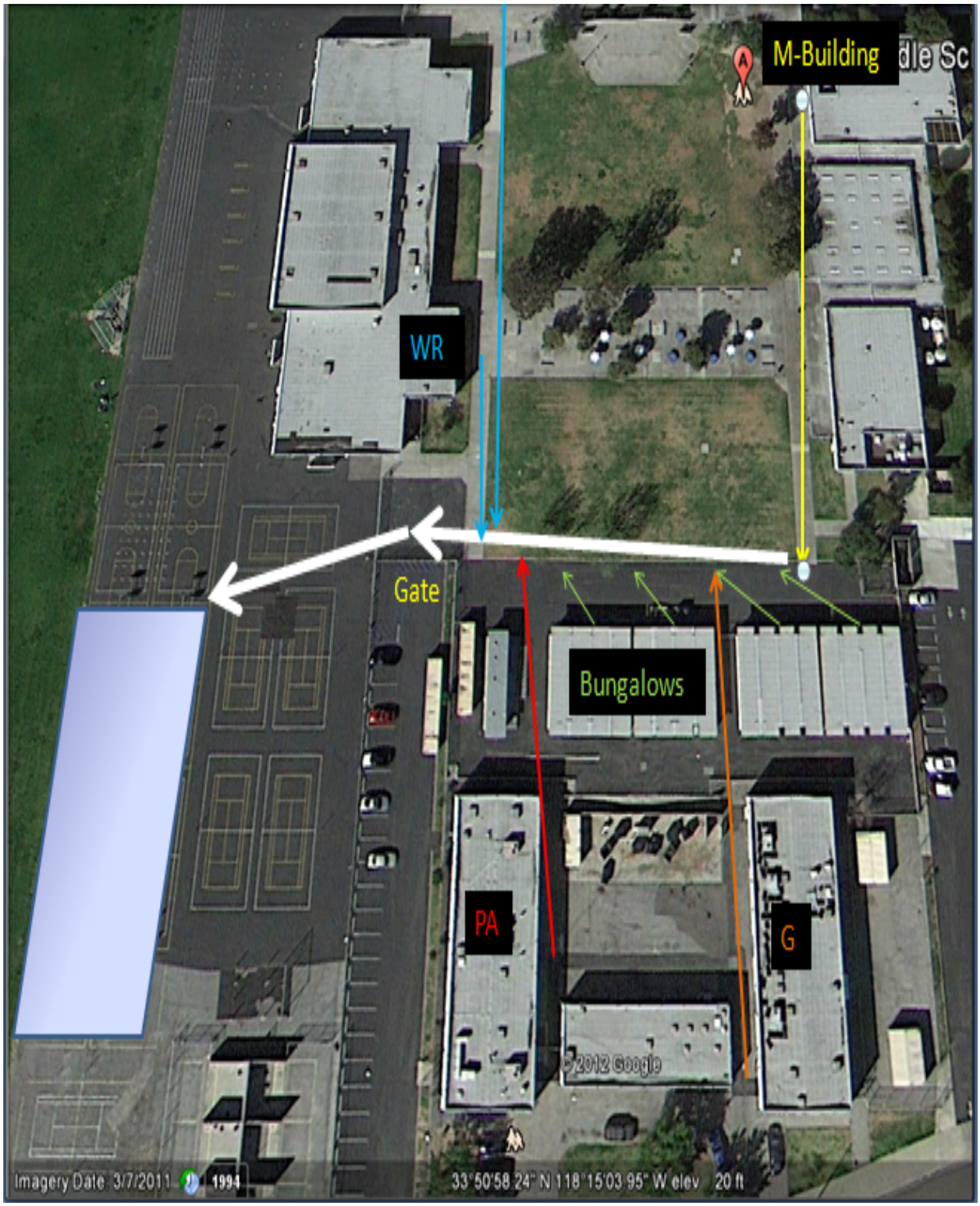

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HOST Crisis Help

Home Office Support Team

Always call 911 first when a life-threatening emergency is in place! You can call the Suat Acar, Chief Operations Officer anytime by skipping the below process to get direct guidance. In case you cannot reach the Chief Operations Officer you may call our CEO Mr. Rubalcava or Assistant Director of Student Services Dr. Brenda Lopez for immediate assistance.

1- The principal or the dean (Admin) is informed about an emergency or a crisis situation
2- If possible, the admin investigates and provides an incident report to the host@magnolia email. In case of urgency the admin or designee sends an email to host@magnolia immediately then provides the incident report later.
3- Suat Acar directs the conversation to the related, appropriate home office staff for further follow-up. Either Suat or related home office staff start a text message conversation for quick, instant communication
4- Case follow up report to be provided to host@magnolia by the related home office staff and the school admin.
5- If the case investigation, follow up needs further time the related home office staff will follow up with the admin.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

Phone Number: 1 (669) 224-3412
Access Code: 921-759-077

Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

SITE-SPECIFIC AMENDMENTS TO THE MPS STUDENT/PARENT HANDBOOK

The following are site-specific amendments to the general MPS Student/Parent Handbook upon recommendation by the MSA-3 school site leadership team and approval by the MPS Home Office. Your signature on the "Receipt of and agreement to the MPS Handbook, Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact Form" indicates you have also read, understood, and agreed to the following site-specific amendments.

YONDR
All MSA-3 students will receive an individual YONDR pouch that will be used to store their cell phone. Students will place their phones in their assigned Yondr cell-phone pouch. Students lock their pouch and **students keep their pouch with them at all times**. Students maintain possession of their cell-phones throughout the school day, should students need to use their cell phone they will be able to unlock their pouch only during the lunch break. As students return from lunch break they will again lock their phones inside the YONDR pouch; staying locked in the pouch until the end of the day.

Lead with the why, this section move upWe want to take a proactive approach to ensure that our students and teachers maximize learning time in the classroom, without the daily confrontations and distractions between teachers/staff/admin and students regarding cell phone usage. We want to establish a norm here at MSA-3 where all stakeholders understand that once they enter campus, learning is the #1 priority. That is why we are piloting the Yondr program at our school for the 2018-2019 school year.

The Yondr program is an amendment to campus expectations listed on pg. 23 and Rule: Letter F, Bullet Point 2 on pg. 46.

The Yondr program will be evaluated at the end of the fall semester to determine effectiveness and reflect on implementation.

Yondr Procedures

- Students will place their phone in Yondr Pouch prior to entering school
    - Mr. Phillips will ensure each student has their phone in their pouch
    - Students will show Mr. Phillips their respective pouch, with the phone in it

  Two Types of Infractions
    - Willing Submit (5 infractions=Meeting with Parent; need to determine if the pouch has been lost)
        - Student forgot pouch
        - Student informs Mr. Phillips, as soon as they arrive
        - Turns Phone into Phillips; gets back at End Of Day (No parent)
    - Unwilling Submit (2 infractions=Saturday School & MWP)
        - Student is discovered with phone out of Yondr Pouch during instructional time
        - Parent must retrieve phone

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msa3.magnoliascience.org

IN THE EVENT OF AN EMERGENCY, IN WHICH STUDENTS WOULD NEED TO CONTACT THEIR PARENTS, EACH CLASSROOM IS EQUIPPED WITH ITS OWN UNLOCKING STATION THAT TEACHERS CAN ACCESS.

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: _____

Magnolia Science Academy-3 Carson

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Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

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:

_____Failure to follow proper policy
_____Inattention
_____Carelessness
_____Unreasonable demands
_____Retaliation
_____Act of other
_____Alcohol/drug use
_____Unsafe act

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

_____

_____

Comments:
_____

_____

_____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

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Phone: 310-637-3806; Fax: 310-637-3809
msa3.magnoliascience.org

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 W. Graham Pl. Los Angeles, CA 90064
(310) 473-2464
lross@magnoliapublicschools.org

A meeting for public input was held on September 22nd, 2018 at Magnolia Science Academy-4

Reviewed by Law Enforcement 10/29/2018

Plan Adopted by School Site Council 10/29/2018

Plan approved by Magnolia Public Schools Board on _____

Committee members

Lisa Ross, Principal
Sam Fargnoli, Dean
David Betshmuel, Teacher representative
Sophia Aquino, Parent of attending student
Crystal Pena, Classified employee
LASPD Officer Kim

This document is available for public inspection on our school's website at msa4.magnoliapublicschools.org

School Site Mission

The 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.

Magnolia Science Academy-4'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.

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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 https://www.crimemapping.com/Share/6a9f8f15010a4b51a38f37d0d58a1852
         1. Theft / Larceny
         2. Vehicle Break-In /Theft
         3. Burglary
   b. Suspension/Expulsion data:
      i. Student information data was used to identify top suspendable / expellable offenses at our campus. A tremendous decrease in suspensions/expulsions were noted due to the implementation of positive behavior support model (PBIS) and the multi tiered system of supports (MTSS)
      ii. Behavior referral, Illuminate 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 Illuminate / Coolsis behavior data to identify any property damage that has occurred.
   e. Attendance rates
      i. Student attendance rates were pulled from Illuminate.
      ii. Truancy data was pulled from Illuminate

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 (Justice League)
   d. Administration
   e. Local School Administration
   f. School Site Council
   g. Parent Task Force
   h. Student Leadership
   i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

Verify policy is compliant with EC 44691, mandated reporter training-effective January-1-2015. For specific details, refer to Los Angeles County Office of Education Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting

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

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

Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

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

Department of Child and Family Services
800-540-4000

2. Written Report

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

Victim Interviews by Social Services/Law Enforcement

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

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

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

SUSPECTED CHILD ABUSE REPORT

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

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS — Street / City / Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS — Street / City / Zip — DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE — TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip — TELEPHONE ( )

PRESENT LOCATION OF VICTIM — SCHOOL — CLASS — GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO — DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO — OTHER DISABILITY (SPECIFY) — PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:
☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*
☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT — PHOTOS TAKEN? ☐ YES ☐ NO — DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip — HOME PHONE ( ) — BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip — HOME PHONE ( ) — BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS — Street / City / Zip — TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *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

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. The home office will be informed using HOST email system (refer to HOST attachment). In the event of the following scenarios, the principal or designee will communicate with stakeholders using the schools mass communication system.

- **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. If applicable, a Charter Safe Claim form will be filed (Charter safe is our insurance provider).

- **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 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 the Principal/Admin Designee or law enforcement gives further instructions.
  - 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.

Suspension and Expulsion Policies

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

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 comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of 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 establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 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 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 Section 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 Section 504?

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" [form available from the CSD website or office], including attachments as required on the form
- 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from 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 section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to 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 the principal based on the decisions made by the admin panel 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.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-4. Staff shall enforce

disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion 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 MSA-4's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions. 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, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

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.

Positive Discipline

MSA-4 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:

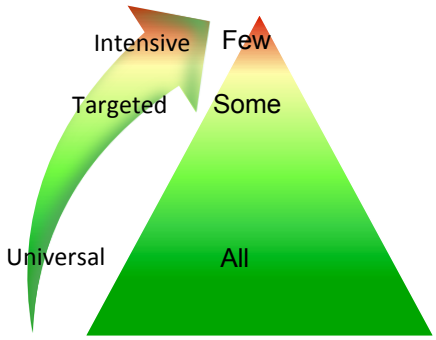
- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (instructional field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-4 staff. Teachers will not only report discipline issues on the school information system, Illuminate or equivalent, 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 MSA-4. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent 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 Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-4 provides its staff with Professional Development in the area of restorative practices alternatives to suspension, and positive behavior supports.



As part of its Multi-tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, MSA-4 implements Positive Behavior Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-4 implements prevention strategies for each tier as presented below:

Tier	Prevention Description
I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.
III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

MSA-4 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a 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, Principal/Assistant Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Grounds for Suspension

Jurisdiction

A student may be suspended for prohibited misconduct as identified below under the heading, "Enumerated Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA-4; or (3) a MSA-4 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

Discretionary Suspension 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 minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

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

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 resulting in negligible loss.

8. Stole or attempted to steal school property or private property.

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

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. 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.

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

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic 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.

18. 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 offensive as 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 pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

20. 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 pupils in any of grades 4 to 12, inclusive.

21. 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 schoolsite, 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.

22. 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 paragraphs 1 and 2 of this section.

23. 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.

Mandatory Suspension Offenses

Students shall be suspended 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 in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code Section 48915(h).

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 Charter 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 Charter School personnel. If a student is suspended, by Principal or Designee, 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 (2) 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 Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA-4 assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, MSA-4 utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Assistant Principal. The Assistant Principal will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Assistant Principal will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/ guardian feedback is also welcomes regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving

their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Assistant Principal will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all stakeholders by the end of the school day.

Notice to Parents/Guardians

At the time of the 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, by the Principal or Designee, 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 and will provide information about the appeal right and process. If Charter School administrators 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 Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made, verbally or in writing, 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. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. 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. The Charter School administrators 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 Sections 35253 and 49076 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 with school site administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or Designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (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, the 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, the 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, that are described below under the heading, "Discretionary Expellable Offences and Mandatory Expulsion Offenses," if the act is (1) related to school activity; (2) school attendance occurring at MSA-4 or at any other school; or (3) a MSA-4 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.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, 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. 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.

10. 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.

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

12. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

13. Made terroristic 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.

14. 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 pupils in any of grades 4 to 12, inclusive.

15. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

16. 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 pupils in any of grades 4 to 12, inclusive.

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

i. "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 substantially detrimental effect on his or her physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    iv. 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.

ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:
        i. 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.
        ii. 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.
        iii. 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.
    i. 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.

ii. 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.

2. 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.

18. 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 paragraphs 1 and 2 of this section.

19. 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.

Mandatory Expulsion Offenses

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code 48915(h).

Expulsion Procedures

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. 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 Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(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 presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The process for investigating incidents and collecting evidence will be fair and thorough.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, 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. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, 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 MSA-4's 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 Charter 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

MSA-4 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 complaining 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 Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the Panel.

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 (5) 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. MSA-4 administrators 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 Administrative 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 Administrative Panel 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 Administrative Panel 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 entity presiding over the hearing from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel 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, MSA-4 administrators must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-4. The Administrative Panel 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 Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity 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 hearing 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 under investigation, 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 no 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 Administrative Panel 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 determination 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. Sworn declarations may be admitted as testimony from witnesses of whom the Panel 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 expel, 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 within 30 days 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(s) 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 MSA-4
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

4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

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

MSA-4 shall maintain records of all student suspensions and expulsions at MSA-4. 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 receiving the written notice 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 or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The 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, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the 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 the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission/Reinstatement

The decision to readmit a pupil previously expelled from MSA-4 shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA-4's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans
Pupils who are expelled from MSA-4 shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-4 for readmission.

MSA-4 shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

ADDITIONAL PROVISIONS

Bullying

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

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 Illuminate. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be

shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

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

This notification will be provided on our school letterhead:

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

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Illuminate. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is* ***CONFIDENTIAL****, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900 **(a)(1)** Mutual fight **(a)(2)** Assault/Battery
(b) Possessed, sold or furnished dangerous object
(c) Controlled substance/alcohol
(d) Imitation controlled substance
(e) Robbery/extortion
(f) Vandalism
(g) Theft
(h) Tobacco/nicotine products
(i) Obscene act, habitual profanity/vulgarity
(j) Drug paraphernalia
(k) Disruptive/willfully defiant behavior (grades 4-12)
(l) Received stolen property
(m) Imitation firearm
(n) Sexual assault or battery
(o) Harassed/threatened witness
(p) Sale of soma
(q) Hazing
(r) Bullying/cyber bullying
(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)
E.C. 48900.3 Hate violence(gr 4-12)
E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
E.C. 48900.7 Terrorist threats against school officials or property
E.C. 48915 **(a)(1)(A)**Serious physical injury
(a)(1)(B) Possession: knife or dangerous object
(a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee
E.C. 48915(c)(1) Possessing, selling, furnishing firearm
(c)(2) Brandishing a knife at another person
(c)(3) Selling a controlled substance
(c)(4) Committing or attempting to commit sexual assault or battery
(c)(5) Possession of an explosive
If you have any questions or want more information, please see me.

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

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

Prohibited Unlawful Harassment:

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

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

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

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an

individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

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

Sexual harassment may include, but is not limited to:

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

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

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

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

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms). The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment. MPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

B. **Staff/Student Interaction Policy**

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

Corporal Punishment:

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

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

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

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;

- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

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

Acceptable and Unacceptable Staff/Student Behavior:

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Unacceptable Staff/Student Behaviors (Violations of this Policy):

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

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

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

Cautionary Staff/Student Behaviors:

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

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;

- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School–wide Dress Code prohibiting gang-related apparel

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

Procedures for Safe Ingress and Egress from School

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

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

Visitors should:

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

School personnel should:

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

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy. (Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

2. If this fails:
    - Notify the office of the situation.
    - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. Police should be notified, or call 911.
4. Office should activate building-wide notification plan concerning intruder:
    - PA announcement using pre-determined code phrase.
    - Classroom doors should be closed.
    - Students should remain in current areas.

Procedures to Ensure a Safe and Orderly Environment

The Social Climate and the Physical Environment

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

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

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

Core Values
Magnolia Public Schools has identified the following core values which are reinforced through its "Life Skills" curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship Value: Critical Thinking
Success and Self Discipline Citizenship and Personal Qualities

Value: Social Responsibility Value: Effective Communication
Respect and Responsible Choices Conflict Resolution and Human Relations

Effective Communication:

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

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

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

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

If parent feels there is a concern they should:

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

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

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

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

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in Illuminate.
- 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 Illuminate.
- 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 Illuminate.
- 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.

Illuminate 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 Illuminate.

4. Homework/Assignments: Our teachers upload and document all homework assignments on Illuminate. 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. Illuminate 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 Illuminate. The point Illuminate 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: Illuminate 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 Illuminate. 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. Illuminate provides yet another way for our parents to become involved in their child's education, and our teachers have the support of the families in doing so.

Our Graduates will be:

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

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

21st Century Scholars who:
- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.

- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

"Life Skills"

Our 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 2018-19 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-Discipline (Developing a positive attitude)

"Life Skills" is an enriching course that provides our students with valuable skills to excel academically and socially in the 21st century. The teacher leads the course, and then students participate in activities/projects to demonstrate their understanding of the material and answer questions posed. In addition, our instructors have guest speakers and utilize various forms of technology to engage students in the course content.

Parent Association

Our parent association holds annual elections for the following positions: President, Vice President, Treasurer, and Secretary. Approximately10% of our parents continuously attends 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.

a. Plans encouraged including guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
    a. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015
b. Collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a plan to address the threat of sexual abuse and sex trafficking. EC 49380 effective January 1, 2015

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

Physical Environment

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

a. Plans include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
b. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015

- Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.
- Objective 1: Quarterly all employees will review the policy and procedures as noted in the school wide safety plan.

    - Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
    - Resources needed: Safety plan,
    - Person(s) responsible for implementation: Designated administrator, safety committee
    - Timeline for implementation: August 2016
    - Budget: None
    - Evaluation guidelines: Surveys, Feedback from stakeholders

- Goal(s): Maintain and upkeep a safe school campus
- Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.

- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Timeline for implementation: August 2016
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

Rules and Procedures on School Discipline

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

Expected Student Behavior

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

Breakfast/Lunch Time:

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

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

On Campus:

• Stay in designated areas on-campus.
• Be courteous and respectful at all times to everyone.
• Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
• Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only in the designated area after school. Phones should not be used during after school programs, such as tutoring.
• Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
• Remember that gum chewing is not allowed anywhere on campus.
• Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
• Not leave campus without permission during school hours.
• Not use matches, lighters, or any type of explosive incendiary device on campus.

• Remember that no electronic devices such as CD/MP3/IPOD players may be visible or used on the campus grounds.
• Students are not allowed to loiter in the hallways.

Assemblies:
• Be courteous and quiet during the entire assembly.
• Be respectful to the presenter/speaker.
• Follow all teacher/staff directions.
Field Trips: Students must:
• Be on their best behavior. Pay attention to the directives given by the moderator and trip leader.
• Follow all school rules pertaining to behavior.
• Wear MPS uniform unless authorized by administration.

Public areas: Hallways, Lunchroom & Restrooms: Hallways, Lunchroom and Restrooms are areas used by all members of School.
• Use the halls, lunchroom, or restrooms only as needed and then move on to class.
• Eat only in the cafeteria or other designated area.
• Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
• Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
• Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
• Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
• Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
• Respect others personal space and keep your hands to yourself even in play.
• Have a pass to be in the above areas during class time.
• Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
• Public displays of affection are prohibited.
• Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
• Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
• Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
• Have a hall pass if you are outside of the classroom during class time.
• Not visit with friends or interrupt another classroom.
• Not misuse the hall pass as it will result in loss of the hall pass privilege.
• Get a referral from your teacher before you go to the office. Do not use the hall pass.

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

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

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

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

Illuminate Behavior Entries
[For Middle & High School Only: Student behavior will be recorded on Illuminate 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"

Minor / Major Behavior Entries:
5 Minor entries will result in contact with the parent/guardian. 10 minor entries will equal a loss of privileges. 15 Minor entries will result in a parent conference / Red slip*Behavior plan and lunch detention. 25 Minor entries will be shadowed by parent for a day and one hour after school detention. 30 or more Minor entries will result in student improvement team / plan and a discipline committee outcome.

*Students earn a positive Illuminate 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 Illuminate, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

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

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

BP 5131.2(a)
BULLYING
The County Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. The County Superintendent will establish student safety as a high priority and will not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber bullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. *Cyber bullying* includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, County Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Safety Goals for 2018-2019:

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

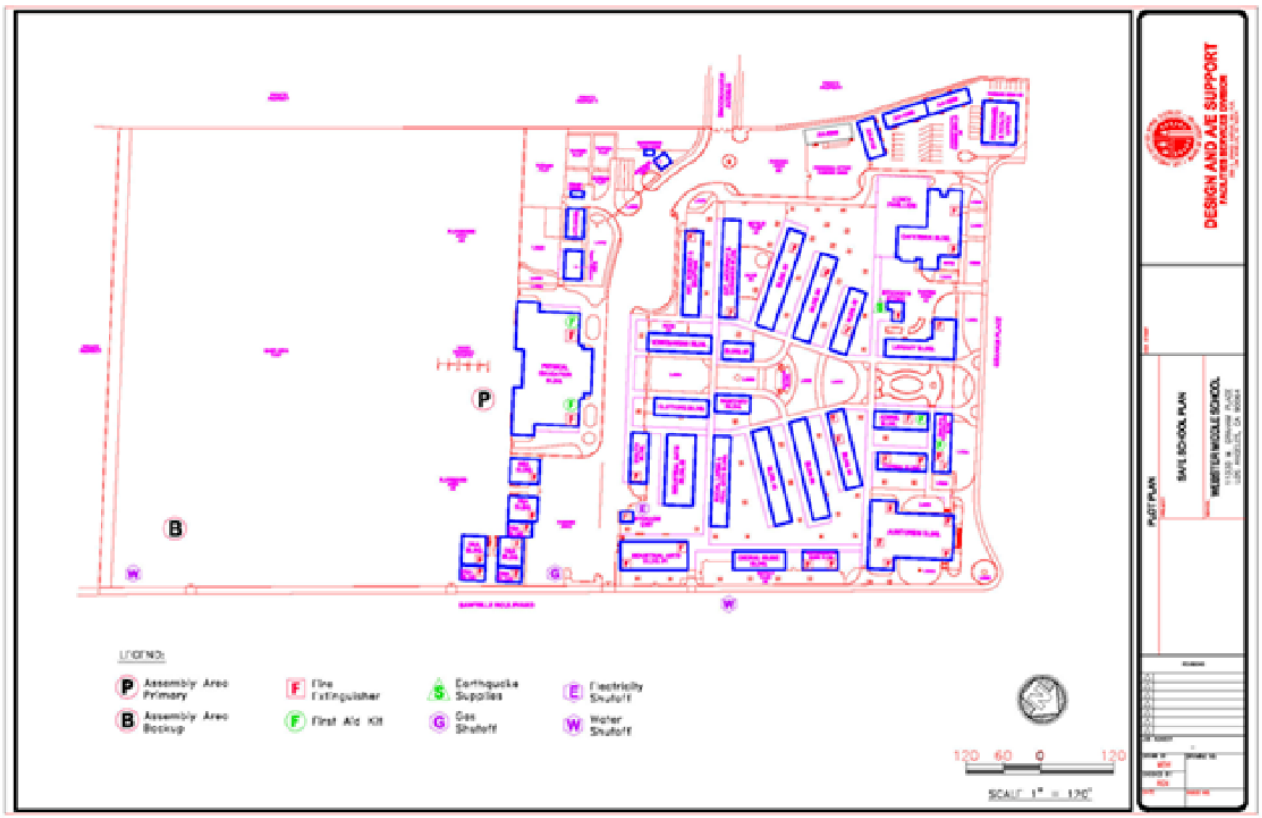
Goal 2: Maintain and upkeep a safe school campus

- 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

Off-Site Assembly Area:
Primary Address: Richland Elementary
Primary Contact: Gerard Grande Primary Phone #: 310-473-0467

Backup Off-Site Assembly Area:
Backup Address: Clover Elementary
Backup Contact: Sharon Fabian Backup Phone #: 310-479-7739

Site Plan Map



HOST Crisis Help

Home Office Support Team

Always call 911 first when a life-threatening emergency is in place! You can call Suat Acar anytime by skipping the below process to get direct guidance. In case you cannot reach me you may call our CEO Mr. Rubalcava or Dr. Brenda Lopez for immediate assistance.

1- The principal or the dean (Admin) is informed about an emergency or a crisis situation
2- If possible, the admin investigates and provides an incident report to the host@magnolia email. In case of urgency the admin or designee sends an email to host@magnolia immediately then provides the incident report later.
3- Suat Acar directs the conversation to the related, appropriate home office staff for further follow-up. Either Suat or related home office staff start a text message conversation for quick, instant communication
4- Case follow up report to be provided to host@magnolia by the related home office staff and the school admin.
5- If the case investigation, follow up needs further time the related home office staff will follow up with the admin.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

Phone Number: 1 (669) 224-3412
Access Code: 921-759-077

Emergency Contact Information for Co-Located Charter Schools 2018-19.

LAUSD Host School Name: Reseda Charter High School

School Address: 18230 Kittridge Street

City State Zip: Reseda, CA 91335

Phone Number: (818) 758-3600

Grade Level: 9-12

Location Code: 8814

Charter School Name: Magnolia Science Academy-5

Charter Location Code: 8012

Primary Phone Number: (818) 705-5676

Charter Grade Levels: 6-11

The information entered on this document will be used to contact school site personnel in the event of an emergency. The information that you enter will be sent to the Los Angeles School Police Watch Commander's office. Personal phone numbers are not made available to staff and are not published in the printed version of the ISSP.

Roles	*Contact Name*	*Work Phone Number*	*Mobile Phone Number*	*Home Phone Number*
Principal	Brad Plonka	(818) 705-5676	(310) 869-0968	
Assistant Principal 1	Ali Kaplan	(818) 705-5676	(818) 599-8061	
Assistant Principal 2	Susan Khweiss	(818) 705-5676	(646) 464-4073	
Administrative Assistant	Marilyn Anaya	(818) 705-5676	(323) 973-3075	
Financial Manager	Cafer Turan	(213) 628-3634	(714) 220-7042	
First Person On Campus in AM	Marilyn Anaya	(818) 705-5676	(323) 973-3075	
Last Person on Campus	Brad Plonka	(818) 705-5676	(310) 869-0968	

Los Angeles Unified School District

INTEGRATED SAFE SCHOOL PLAN

2018-2019

RESEDA CHARTER HIGH SCHOOL

18230 KITTRIDGE ST

RESEDA, CA 91335

(818) 758-3600

Generated On: 10/2/2018

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1. Introductory Material

1.1 Certification Page

Los Angeles United School District

Integrated Safe School Plan

School: RESEDA CHARTER HIGH SCHOOL **Date Generated:** **10/2/2018**

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.

Title:	Name:	Signature:	Date Signed:
Required Committee Members:			
Principals:	WELSH, MELANIE		
UTLA Chapter Chair:	SPRINGER, JOHN		
Classified Representative:	FREEMAN, MARIA		
Student (Secondary) Representative:	Chelsea Bran		
Parent (of an attending student) Representative:	Leticia Canchola		
Law Enforcement			
Los Angeles School Police:	BIN, MIGUEL		
Or			
LAPD/LA County Sheriff/ Local Jurisdiction Agency:	LAPD West Valley Division		

1. Introductory Material

1. Introductory Material

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

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.

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: The following are key findings based on the 2017-2018 MyData reports:

Student suspension events decreased from 16 events in 2016-2017 to 9 events in 2017-2018 (or from 1.0% to 0.06% exceeding the LAUSD average of 0.03%)

By the end of the 2018-2019 school year, the number of student suspension will reduce from 0.06% to 0.05% with the implementation of the school's Discipline Foundation Policy focused on Positive Behavior and Support Plan.

School Intends: Reduce the suspension rate through the support of PSA, A-G and Tittle III counselors; Continue to implement Restorative Justice practices school wide; Review and update ISSP; Implement school wide progressive discipline plan; and Establish an Aspirations cadre.

People and Programs Goal #2: Data from 2017-2018 School Report Card Data and My Data indicate:

Percentage of students with 96% or higher attendance increased from 54% in 2016-2017 to 58% in 2017-2018, which is lower than the LAUSD average of 70%.

Our goal is to increase the percentage of students with 96% or higher attendance to 75% for 2018-19 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 Emergency/Earthquake Drill to designated assembly area from 8.28 minutes to 7.28 minutes.

Familiarize the faculty and staff and all command leaders with the Reseda Charter High School's Emergency Matrix Operational Assignments.

Emergency Function: Evacuate Building

Emergency Goal: Our goal is to evacuate the entire campus during Emergency/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 e*mergency 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

Title	Name
Principal/Designee	WELSH, MELANIE
UTLA Chapter Chair	SPRINGER, JOHN
Classified Representative	FREEMAN, MARIA
Student(Secondary) Representative	Chelsea Bran
Parent(of an Attending student)Representative	Leticia Canchola

2. Plan Development

Los Angeles School Police *-OR-*	BIN, MIGUEL
LAPD/LA County Sheriff/Local Jurisdictional Agency	LAPD West Valley Division
School Safety Planning Committee Chair	TERZIAN, VATCHE

Suggested Team Members

Title	Name
Teacher	CAYEN, ALISE
Dean	FRANCO, MIGUEL
Cafeteria Manager	AUTEN, REBECCA
Plant Manager	SERRANO, DIEGO
School Psychologist	BERGER, SHELLY
Counselor	AMAYA, CARLOS
Physical Education Teacher	IBACH, GREGORY
Nurse	MALYSHEVA, OLGA
Health Education Teacher	ARREOLA, ALONSO
PSW	
Parent Center Director	CAZARES, ROSA
PSA	FOWLER, JAMIE
Coach	IBACH, GREGORY

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
- ☐ 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.

2.4 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.

2.5 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.aspand 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.

2.6 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

- 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

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

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 thier 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

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 incompliance 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

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.

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.

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.

- 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.

- 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

- 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.

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 wanding.
- 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

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.

- 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).
- Advice 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

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.

- 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).

- 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.

- 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.

- 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.

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.

- 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).”

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.

- 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/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan (ISSP), Volume 3
- Ensure that the CPRR policy and all applicable protocols (see Section III) are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Suicide Prevention Liaison(s) in the ISSP's School Site Suicide/Threat Assessment Team.
- Respond to reports of students at risk for suicide or exhibit self-injurious behaviors immediately or as soon as practically possible.
- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.

- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) Policy (BUL 2637.3) is implemented.
- Provide follow-up to relevant staff such as Local District Operations, as needed.
- Report incident in Incident System Tracking Accountability Report (iSTAR) as appropriate and update, as needed.

Responsibility of all District employees:

- Beginning in 2018, all District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. See MEM-6910 Suicide Prevention and Awareness Training.
- Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/ engaging in self-injury.
- Adhere to the SPIP policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school environment.
- Establish a multi-disciplinary School-Site Threat Assessment Team, in accordance with the Coordinated Safe and Healthy School Plan, Volume 3.
- Ensure that the Threat Assessment Management Policy (BUL-5799.0) is implemented, including all applicable protocols (see Section III).
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the Threat Assessment and Management (TAM) Policy (BUL-5799.0) and act in accordance with the policy.
- Report any suspected threats to the site administrator or designee immediately or as soon as practically possible.
- Cooperate in the investigation of complaints by providing relevant information.

Employee or Associated Adult Workplace Violence, Bullying and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the Workplace Violence (WPV) Policy (BUL-5798.0) is implemented.

- Investigate and respond to any verbal or written reports of violence, bullying or threatening behavior (see Attachment D).
- Monitor and follow-up to ensure that the behavior has stopped.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the WPV Policy (BUL-5798.0) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to your site administrator or designee by completing the Workplace Violence Complaint Form, Attachment D.
- 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.

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.
- 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.
- 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.
- 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 supervisorial 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.
- 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 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 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, AEWSs, 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 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.

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

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; TERZIAN, VATCHE

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 - **S**pecific, 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

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 FRANCISCO, ALFONSO; FRANCO, MIGUEL

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; BALLESTEROS, FERNANDO

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.

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 North Gym by Softball Field

Outside: Reseda Park

3.2.1 Incident Commander WELSH, MELANIE; TERZIAN, VATCHE

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; CASTANEDA, PHYLLIS

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

- 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; FRANCO, MIGUEL

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: MALYSHEVA, OLGA

3. Incident Command System

Alternate Team Leader: PLACERES, GEOVANNI

First Aid/Medical Team Member: BORJA, EVANGELINE

First Aid/Medical Team Member: DERSDEPANIAN, PATRICIA

School Nurse: MALYSHEVA, OLGA

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

- 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: OBANDO-SALGUERO, JENNIFER

Psychological First Aid Team Member: NIGOSIAN, NICOLE

Psychological First Aid Team Member: SHAPIRO, LESLEY

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.

3. Incident Command System

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
- 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
- Coordinating with Operations to provide water and food to students and staff when necessary
- Supporting other teams, as needed

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: FRANCISCO, ALFONSO

Alternate Team Leader: BATEMAN, WESLEY

SAR Team 1 Members: FRANCISCO, ALFONSO; BATEMAN, WESLEY; VALLADAREZ, CLAUDIA; WILEY, SHERI

SAR Team 2 Members: ARREOLA, ALONSO; AMAYA, CARLOS; WELLS, ANDREW; PENROD, HEATHER

SAR Team 3 Members: MARTINEZ, ULYSSES; KLINE, KEVIN; BAUCUM, REGINA; SPRINGER, JOHN

SAR Team 4 Members: RUTTER, MATT; FERNANDEZ, FERNANDO; MOOSE, ROBERT; SADEGHI, SINA

Team Assembly Location

3. Incident Command System

Inside: Service Road Next to Emergency Supply Bin

Outside: Reseda Park

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

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.

3. Incident Command System

Assignments

Security/Utilities Team Leader: BIN, MIGUEL

Alternate Team Leader: FRANCO, MIGUEL

Security/Utilities Team Member: SERRANO, DIEGO

Security/Utilities Team Member: BALLESTEROS, FERNANDO

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

- 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: BALLESTEROS, FERNANDO

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:

- 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: BADGEN, MELANIE

Alternate Team Leader: FRANCO, MIGUEL

Assembly Area Team Member: FNDRYAN-ABARCA, NAZELI

Assembly Area Team Member: BANUELOS, DAVID

Team Assembly Location

Inside: Volleyball Courts North Gym by Softball Field

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.

3. Incident Command System

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: CASTANEDA, PHYLLIS

Alternate Team Leader: CANCHOLA OCHOA, LETICIA

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: Tennis Courts

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.

- 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: ORNELAS, MELISSA

Alternate Team Leader: CAYEN, ALISE

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

- 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: BALLESTEROS, FERNANDO

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

3. Incident Command System

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: BANUELOS, DAVID

3. Incident Command System

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

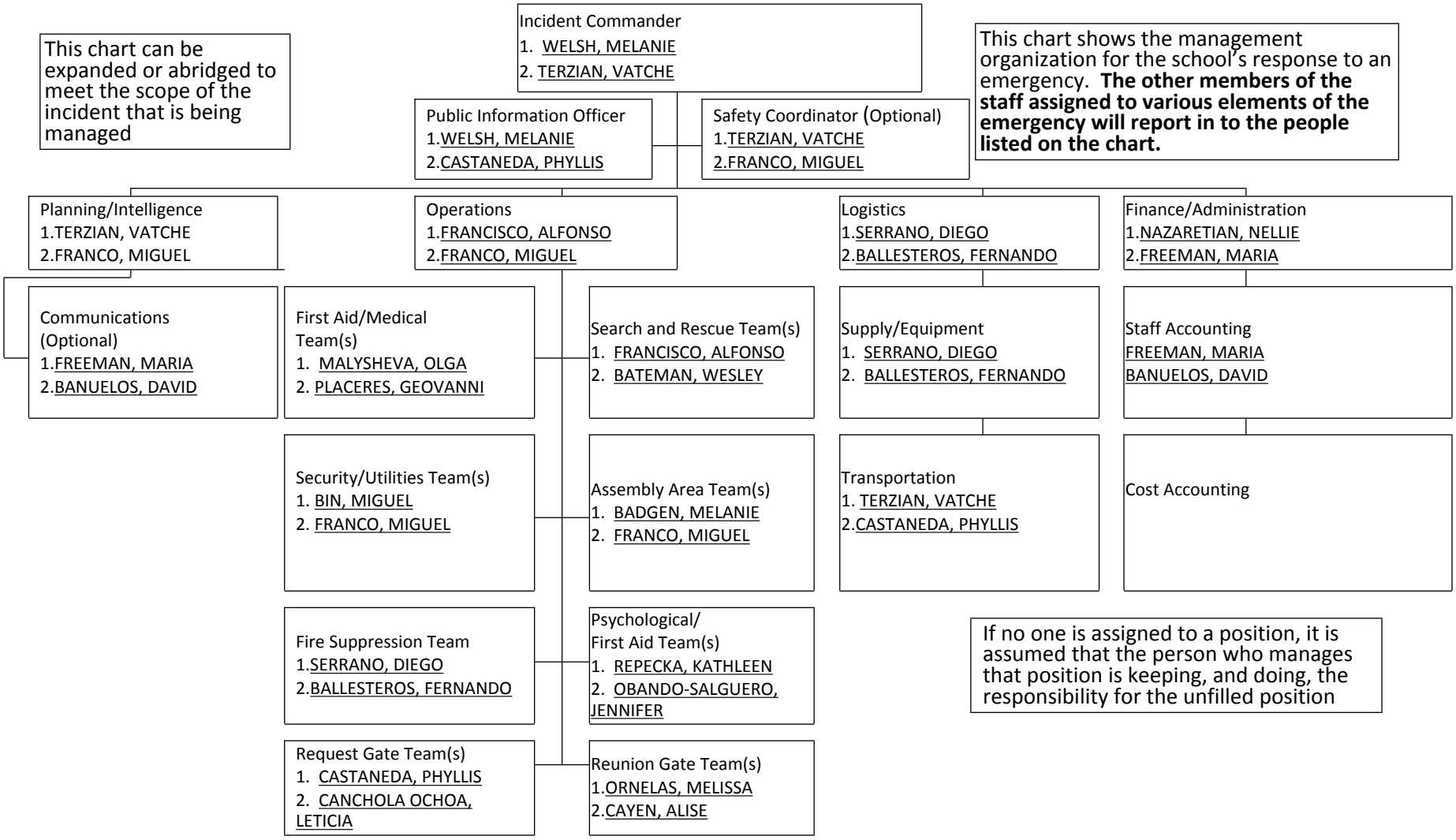
Supplies and Equipment

3. Incident Command System

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 CHARTER HIGH SCHOOL **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
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	WELSH, MELANIE	TERZIAN, VATCHE
Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	ORNELAS, MELISSA	BADGEN, MELANIE
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	WELSH, MELANIE	CASTANEDA, PHYLLIS
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	REPECKA, KATHLEEN	OBANDO-SALGUERO, JENNIFER
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage.	MALYSHEVA, OLGA	PLACERES, GEOVANNI
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	BIN, MIGUEL	FRANCO, MIGUEL
Request Gate	Processes requests for student pick-up.	CASTANEDA, PHYLLIS	CANCHOLA OCHOA, LETICIA
Reunion Gate	Reunites students and parents at Reunion Gate.	ORNELAS, MELISSA	CAYEN, ALISE
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	SERRANO, DIEGO	BALLESTEROS, FERNANDO
Communications	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	BANUELOS, DAVID

***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 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
Administrator (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, safety planning, and monitoring.	TERZIAN, VATCHE	FRANCO, MIGUEL
Mental Health Professional /Suicide Prevention Liaison (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. Identified as the Suicide Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	BADGEN, MELANIE (Student Suicide/Threat Risk Assessment)	OBANDO-SALGUERO, JENNIFER (Student Suicide/Threat Risk Assessment)
		SHAPIRO, LESLEY (Adult Workplace Violence Risk Assessment)	FOWLER, JAMIE (Adult Workplace Violence Risk Assessment)
Law Enforcement (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 Bin	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:

Title/Role	Name	Work Number
Principal	WELSH, MELANIE	
Assistant Principal 1	ORNELAS, MELISSA	(818) 758-3613
Assistant Principal 2	CASTANEDA, PHYLLIS	(818) 758-3623
Assistant Principal 3	BADGEN, MELANIE	
Assistant Principal 4	TERZIAN, VATCHE	(818) 758-3600
Administrator Assistant	FREEMAN, MARIA	(818) 758-3611
Cafeteria Manager	AUTEN, REBECCA	(818) 758-3678
Financial Manager	NAZARETIAN, NELLIE	(818) 654-3715
Plant Manager	SERRANO, DIEGO	
Custodian	BALLESTEROS, FERNANDO	
Custodian Closest to Site	ANONGCHANYA, PRINCHAN	
First Person on Campus in AM	GUZMAN, EDIL	
Last Person on Campus in PM	BALLESTEROS, FERNANDO	

3. Incident Command System

Title/Role	Name
Search and Rescue Team 1	
Team leader	FRANCISCO, ALFONSO
Member 2/Alternate Leader	BATEMAN, WESLEY
Member 3	VALLADAREZ, CLAUDIA
Member 4	WILEY, SHERI
Search and Rescue Team 2	
Team leader	ARREOLA, ALONSO
Member 2/Alternate Leader	AMAYA, CARLOS
Member 3	WELLS, ANDREW
Member 4	PENROD, HEATHER
Search and Rescue Team 3	
Team leader	MARTINEZ, ULYSSES
Member 2/Alternate Leader	KLINE, KEVIN
Member 3	BAUCUM, REGINA
Member 4	SPRINGER, JOHN
Search and Rescue Team 4	
Team leader	RUTTER, MATT
Member 2/Alternate Leader	FERNANDEZ, FERNANDO
Member 3	MOOSE, ROBERT
Member 4	SADEGHI, SINA
Security / Utilities Team	
Team leader	BIN, MIGUEL
Member 2/Alternate Leader	FRANCO, MIGUEL
Member 3	SERRANO, DIEGO
Member 4	BALLESTEROS, FERNANDO
First Aid / Medical Team	
Team leader	MALYSHEVA, OLGA
Member 2/Alternate Leader	PLACERES, GEOVANNI
Member 3	BORJA, EVANGELINE
Member 4	DERSDEPANIAN, PATRICIA
Assembly Area Team	
Team leader	BADGEN, MELANIE
Member 2/Alternate Leader	FRANCO, MIGUEL
Member 3	FNDRYAN-ABARCA, NAZELI
Member 4	BANUELOS, DAVID
Fire Suppression / HazMat Team	

3. Incident Command System

Team leader	SERRANO, DIEGO
Member 2/Alternate Leader	BALLESTEROS, FERNANDO
Member 3	
Member 4	
Psychological First Aid/Crisis Team	
Team leader	REPECKA, KATHLEEN
Member 2/Alternate Leader	OBANDO-SALGUERO, JENNIFER
Member 3	NIGOSIAN, NICOLE
Member 4	SHAPIRO, LESLEY
Supply / Equipment Team	
Team leader	SERRANO, DIEGO
Member 2/Alternate Leader	BALLESTEROS, FERNANDO
Member 3	
Member 4	
Request Gate Teams	
Team leader	CASTANEDA, PHYLLIS
Member 2/Alternate Leader	CANCHOLA OCHOA, LETICIA
Member 3	
Member 4	
Reunion Gate Teams	
Team leader	ORNELAS, MELISSA
Member 2/Alternate Leader	CAYEN, ALISE
Member 3	
Member 4	
Documentation / Communication	
Team leader	FREEMAN, MARIA
Member 2/Alternate Leader	BANUELOS, DAVID
Transportation	
Team leader	TERZIAN, VATCHE
Member 2/Alternate Leader	CASTANEDA, PHYLLIS
Administrative Search Coordinator	
Team leader	TERZIAN, VATCHE
Member 2/Alternate Leader	FRANCO, MIGUEL
Manager of School Emergency Response Box	
Team leader	FISK, LISA
Member 2/Alternate Leader	PLACERES, GEOVANNI

3. Incident Command System

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY #5

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

Title/Role	Name	Work Number
Principal		
Assistant Principal 1		
Assistant Principal 2		
Administrator Assistant		
Financial Manager		
First person on campus in AM		
Last person on campus in PM		

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:

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

*An oral review of purpose and procedure may be done in lieu of actual practice.

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.

4.4.2 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.”

4. Training and Exercises

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
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

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

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

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

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.”

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.

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.

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

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.

6. Functional Annexes

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.

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

- 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.

- 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.

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.

6. Functional Annexes

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 directly to the administrator/designee and/or Suicide Prevention Liaison(s) immediately or as soon as practically possible. For example, do not

wait 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. Ensure that a staff member, not a student, accompany the student sent to the office for an assessment.

B. Secure the Safety of the Student

1. For immediate, emergency life threatening situations call 911.
2. Supervise student at all times. Ensure the physical environment the student is in is free of any items/objects that could potentially be harmful, such as scissors, letter openers, staplers, pushpins, pencils, sharpeners.
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.
5. District employees should not transport students. Only LASPD, local law enforcement, or designated Department of Mental Health clinicians, including Psychiatric Mobile Response Team (PMRT) staff, are authorized to transport an individual for a psychiatric evaluation (5150/5585) if the current circumstances meet the criteria.
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, as well as others.

C. Assess for Suicide Risk

1. The administrator/designee or designated Suicide Prevention Liaison(s) should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media, or previous iSTAR history).
2. The administrator/designee or the designated Suicide Prevention Liaison should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk. See Attachment B - Suicide Risk Assessment Tool.
3. Any consultations made by the assessing party should be in a confidential setting and not in the presence of the student of concern. Another designated staff member should supervise the student at all times
4. If the level of risk is determined to be moderate or high, contact LASPD or the PMRT. Both agencies are authorized to assess, determine if the current circumstances meet the criteria, and transport an individual for a psychiatric evaluation (5150/5585), if needed. It is not necessary to call both agencies for a response.
   - LASPD - (213) 625-6631
   - PMRT - (800) 854-7771

The privacy of all students should be protected at ALL times. Disclose confidential information only on a right to know and need to know basis

D. Communicate with Parent/Guardian

The Suicide Prevention Liaison or assessing party should contact the parent/guardian or consult the emergency card for an authorized third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for establishing safety in the home with "means restriction" (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, and razor blades).
2. If the student is transported to the hospital, communicate a plan for re-entry pursuant to (Attachment E) Student Re-Entry Guidelines. Complete and provide parent/guardian with Return to School Information for Parent/Guardian (Attachment H), 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.
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 communicate with outside mental health care providers regarding their child using Attachment F Parent/Guardian Authorization for Release/Exchange of Information.

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. Refer to Attachment C- Suicide Risk Assessment Levels, Warning Signs & Action Plan Options. There are circumstances that might increase a student's suicide risk. Examples may include suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or being identified as a student of a vulnerable population (see Section VI – Considerations for Supporting Vulnerable Student Populations). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

1. A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis. See Attachments D1-D4 for recommendations and templates for developing a student safety plan.
    a. Throughout the safety planning process, a collaborative problem solving approach should be used to assess and address any potential barriers the student may have with following through with 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 continuity of care and revised as needed.

6. Functional Annexes

2. See Attachment E-Student Re-entry Guidelines for a checklist of action items to consider and Attachment K-Student Re-Entry/Safety Planning Meeting sign-in sheet to document participation in any meetings regarding the student.
    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 (Attachment I- Medical Clearance for Return to School)
    b. If the student is absent or out of school due to a mental health evaluation/hospitalization, the school site administrator/designee should hold a re-entry meeting with key support staff, parents/guardians, and student upon their return 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 (Attachment R-Resource Guide).
    a. Connect student and family with social, school and community supports.
    b. Refer the student to the nearest SMH Clinic or District Wellness Center, a community resource provider, or their health care provider for mental/physical health services
4. Monitor and manage.
    a. The administrator/designee and/or Suicide Prevention Liaison(s) 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 Attachment G2-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. For information on how to

complete Attachment G2, refer to Attachment G1 – Directions on How to Complete the Summary of Relevant Student Information.

G. Responding to Student Suicide Actions

In case of a student suicide attempt, the health and safety of the student is paramount. The following are important steps to consider in these situations:

1. **In-School Suicide Attempt**

   In case of an in-school suicide attempt:

   a. Call 911, as appropriate.
   b. Render first aid until professional medical treatment and/or transportation can be received.
   c. Supervise the student to ensure their safety.
   d. Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately or as soon as practically possible.
   e. Clear the area by relocating nearby students and staff, as soon as practically possible.
   f. Inform the parent/guardian.
   g. Engage the Suicide Prevention Liaison(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.

2. **Out-of-School Suicide Attempt**

   In case of an out-of-school suicide attempt:

   a. If the student contacts a staff member and expresses suicidal ideation, the staff member should attempt to maintain contact with the student (either in person, online, or on the phone). Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately for support and guidance.
   b. Call 911, LASPD at (213) 625-6631, or local law enforcement to initiate a welfare check, as appropriate.
   c. Inform the parent/guardian.
   d. Engage the Suicide Prevention Liaison(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student.

H. 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. For information on completing iSTAR reports with the issue type *Suicidal Behavior*, see **Attachment J1 – Recommendations for RARD Completion**.
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 **Attachment J2 – Risk Assessment Referral Data (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.
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 continuity of care within the District, a safety plan with the news school's crisis team should be developed, as appropriate.

Procedures for Responding to Students who Self-Injure

Self-injury is the act of deliberately harming one's own body, through meanssuch as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of emotional problems that trigger by self-injury. Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

For definitions, protocol for responding to students who self-injure, as well as information about contagion and other considerations, see Attachment P – Intervention: Protocol for Responding to Students Who Self-Injure.

A. Signs and Symptoms 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 objects (e.g., razor blades, shards of glass, thumb tacks).
- Evidence of self-injury in (journals, drawings, social networking sites, etc).

B. Risk Factors of Self-Injury

Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:

- **Age**
  Most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.
- **Having friends who self-injure**
  People who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bond with their peers.

- **Psychosocial factors**
  Some people who injure themselves were neglected or abused or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.
- **Mental health issues**
  People who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- **Alcohol or drug abuse**
  People who harm themselves often do so while under the influence of alcohol or drugs.

C. Protocol for Responding Self-Injury Procedures

1. Respond immediately or as soon as practically possible.
2. Supervise the student.
3. Seek medical attention, as needed.
4. Conduct an administrative search of student for access to means, such as razor blades, shards of glass, or other sharp instruments.
5. Assess for suicide risk using the protocol outlined in Section V of BUL-2637.3.
6. Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible. Provide handout Attachment N- Self-Injury Awareness for Parents/Caregivers. For handouts in additional languages, visit http://suicideprevention.lausd.net.
7. Encourage appropriate coping and problem-solving skills; do not shame the student about self-injurious behaviors.
8. Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
9. Develop a safety plan with the student. See Attachment D1-D4.
10. Provide resources. See Attachment R-Resource Guide
11. Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.

D. 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:

1. Respond immediately or as soon as practically 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 2637.3.
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 influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.

E. 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. . The administrator/designee may decide to invite all parents/guardians from the school community, as the meeting would provide psycho-education, awareness, and tools for addressing self-injurious behaviors in youth. Limiting the invitations may inadvertently leave other parents/guardians feeling uninformed or concerned about their child. Arrangements should be made to supervise students and children during the parent/guardian meeting. See Attachment O – Sample Letter to Parent/Guardian RE: Self-Injury.
3. Consult and work with the Office of Communications (213) 241-6766 for dissemination of information regarding a parent/guardian meeting or other media matters, as needed.

Suspected Child Abuse or Neglect

Report the incident to the appropriate child protective services agency, following the District's *Child Abuse and Neglect Reporting Requirements*, BUL-1347, if child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that:

- contacting the parent/guardian may escalate the student's current level of risk;
- the parent/guardian is contacted and unwilling to respond; and/or
- the parent/guardian refuses treatment for the student of concern.

The report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.

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.

6. Functional Annexes

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 BUL-5799.0 Threat Assessment and Management (Student-to-Student, Student-to-Adult) and BUL-5798.0 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 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.

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 the District's *Child Abuse and Reporting Requirements* policy (BUL-1347.3). 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.
      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 moderate or 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 BUL-5577.1 Counseling and Educationally Related Intensive Counseling (ERICS) for Students with Disabilities).
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 National Suicide Prevention Lifeline (800)273-8255.

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 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

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.

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.

- 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.

7.2 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.

7.3 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.

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.

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.

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

- 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.

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.

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.

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.

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 BUL-5798.0 Workplace Violence, Bullying and Threats (Adult-to-Adult) and BUL-5799.0 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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

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

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 C02 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

7.16 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:

- 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

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.

- 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 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 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

- 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

Contacts

Maps

8. Appendices Maps

8. Appendices Maps

8. Appendices Maps

Primary Off-Site Assembly Location:

Primary Address: 18429 Victory Blvd, Reseda, CA, 91335, USA

Primary Contact: Park Director Monica Resendez Primary Phone #: (818) 881-3882

Backup Off-Site Assembly Location:

Backup Address: 6520 Newcastle Ave, Reseda, CA, 91335, USA

Backup Contact: Principal Luis Rojas Backup Phone #: (818) 343-8795

8. Appendices

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

Forms

EMERGENCY HAZARD ASSESSMENT SUMMARY

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]

LOS ANGELES UNIFIED SCHOOL DISTRICT — OFFICE OF EMERGENCY SERVICES

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:			
☐	Male	☐	Intoxicated
☐	Female	☐	Speech Impediment
☐	Child	☐	Special Ethnic Characteristics
Age (Approx.)		Other	

C. Listen for any background noise. (Check appropriate spaces below, if applicable):					
☐	Music	☐	Babies or children	☐	Airplane
☐	Conversation	☐	Cars/trucks	Other	
☐	Typing	☐	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).

LOS ANGELES UNIFIED SCHOOL DISTRICT

OFFICE OF EMERGENCY SERVICES

INJURY REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

INJURED		
NAME	**TYPE OF INJURY**	**LOCATION OF PERSON**

LOS ANGELES UNIFIED SCHOOL DISTRICT OFFICE OF EMERGENCY SERVICES

MISSING PERSONS REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

MISSING PERSONS	
NAME	**LAST SEEN LOCATION**

STUDENT RELEASE LOG

NOTE: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School _____

Date _____

STUDENT'S NAME	RELEASE TIME	NAME OF PERSON RELEASED TO	ADULT SIGNATURE

[Note: Maintain the original in the emergency document file.]

LOS ANGELES UNIFIED SCHOOL DISTRICT — OFFICE OF EMERGENCY SERVICES

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	☐
Number of injuries	# of Students		# of Staff		None	☐
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	☐	Yes	☐	No	Landline Phone	Contact #		☐	Yes	☐ No
Water	☐	Yes	☐	No	Cellular Phone	Contact #		☐	Yes	☐ No
Natural Gas	☐	Yes	☐	No	Two-way Radio			☐	Yes	☐ No

Location of evacuated students	
List critical issues on site	
List other issues	
List assistance requested	

LOS ANGELES UNIFIED SCHOOL DISTRICT — OFFICE OF EMERGENCY SERVICES

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

- ☐ Fire
- ☐ Earthquake drill with evacuation
- ☐ Shelter in Place
- ☐ Drop/Cover/Hold on or Drop
- ☐ Lockdown

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 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?	☐ Yes	☐ No
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)	☐ Yes	☐ No

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 of their storage 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)	☐	Yes	☐	No
14. How were parents notified? (method)				
15. Did any parents participate in drill? If yes, about how many?	☐	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?
(Omit# d, e, & f for Drop/Cover/Hold or Drop)
(Omit # f for 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) ☐ Yes ☐ 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?	☐	☐	
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?	☐	☐	
Have all students and staff been accounted for?	☐	☐	
Has the area of contamination been cordoned off and secured?	☐	☐	
Has the area of contamination been affixed with conspicuous signs reading: “DO NOT ENTER”?	☐	☐	
Have the doors and windows to the area of contamination been closed and locked?	☐	☐	
Have fans and ventilators serving the area of contamination been turned off?	☐	☐	
Comments			

LOS ANGELES UNIFIED SCHOOL DISTRICT

OFFICE OF EMERGENCY SERVICES

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
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
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		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	

8. Appendices

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-6
2018-2019

Comprehensive School Safety Plan

Principal:
Mr. John Terzi

School Address:
3754 Dunn Drive, Los Angeles 90034

School Phone Number:
(310)842-8555

A meeting for public input was held on October 18, 2018 at Magnolia Science Academy-6

Plan Adopted by School Site Council on October 18, 2018

Reviewed by Law Enforcement October 23, 2018

Plan approved by Magnolia Public Schools board on _____

Committee Members:
John Terzi, Principal
James Choe, Assistant Principal (Designee)
Terry Bourdages, Teacher Representative
Norma Padilla, Parent Representative
Officer Ceja, School Safety Officer Representative
Mr. Mel, First Lutheran Church Representative

This document can be seen for public inspection on our school's website at www.msa6.magnoliapublicschools.org.

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Public Inspection

This document is available for public inspection at Magnolia Science Academy-6 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;
- always Keep attendance sheets readily accessible 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.

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.

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 https://www.crimemapping.com/map/location/90034?id= were:
      1. Vehicle break in
      2. Theft/Larceny
      3. Motor Vehicle Theft
   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, Illuminate 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 Illuminate behavior data to identify any property damage that has occurred.
   e. Attendance rates
      i. Student attendance rates were pulled from Illuminate.
      ii. Truancy data was pulled from Illuminate

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 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, 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 daycare 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)

A 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)

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 poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or his/her designee. Home office will also be informed using Home Office Support Team (HOST) email system (Refer to HOST attachment). In the event of the following scenarios, the principal or his/her designee, will communicate with stakeholders using the school's mass communication system.

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).
  - The exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to the 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 the 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 a 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 the School Principal or his/her designee, evacuate.
- Do not return to the 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.
- The 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 an incident report to the local law enforcement if an 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 cleanup. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify the 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 the 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 the 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 the school Principal, or his/her designee.
- Do not argue with the 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 the classroom until further instruction.
- Custodial and maintenance personnel should determine the cause of an incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to the main office.
- Building and grounds personnel report to utility company if necessary.
- If the 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

The person receiving the call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- If 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, trash cans, 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.

Explosions

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 the 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 backup 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 the 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 the 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 the 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 the 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 always to remain in the classrooms or designated locations.

- 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 the situation dictates.
- Take a copy of the 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 are the 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 Wipes
- 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

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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 comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of 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 establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 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 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 Section 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 Section 504?

Notification of the District

Upon expelling <u>any</u> 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" [form available from the CSD website or office], including attachments as required on the form
- 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from 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 section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to 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.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

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 an 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 encourage and support 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:

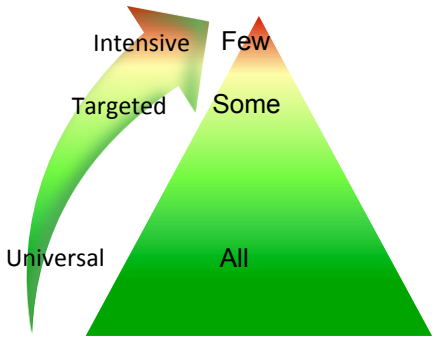
Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, 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. The 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 MSA-6. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent 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 Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-6 provides its staff with Professional Development in the area of restorative practices alternatives to suspension, and positive behavior supports.



As part of its Multi-tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, MSA-6 implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-6 implements prevention strategies for each tier as presented below:

Tier	Prevention Description

I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.
III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

MSA-6 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a 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, Principal/Assistant Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct as identified below under the heading, “Enumerated Offenses,” if the act is (1) related to school activity; (2) school attendance occurring at MSA-6; or (3) a MSA-6 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)

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 minor harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

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

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 resulting in negligible loss.

8. Stole or attempted to steal school property or private property.

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

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. 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.

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

16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Made terroristic 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.

18. 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 offensive as 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 pupils in any of grades 4 to 12, inclusive.

19. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

20. 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 pupils in any of grades 4 to 12, inclusive.

21. 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 schoolsite, 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.

22. 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 paragraphs 1 and 2 of this section.

23. 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 Charter 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 Charter School personnel. If a student is suspended, by Principal or Designee, 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 (2) 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 Charter School Principal or Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA-6 assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, MSA-6 utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Assistant Principal. The Assistant Principal will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Assistant Principal will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/ guardian feedback is also welcomes regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Assistant Principal will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled "administratively" or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all stakeholders by the end of the school day.

Notice to Parents/Guardians

At the time of the 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, by the Principal or Designee, 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 and will provide information about the appeal right and process. If Charter School administrators 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 Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

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 (Discretionary and Mandatory 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.

Authority to Expel

If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. 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 Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. 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. Unless postponed for good cause, 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. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, 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 MSA-6's 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 Charter 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.

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 determination 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. Sworn declarations may be admitted as testimony from witnesses of whom the Panel 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 expel, 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 within 30 days 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(s) 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 MSA-6
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
4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

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

MSA-6 shall maintain records of all student suspensions and expulsions at MSA-6. Such records shall be made available to the District upon request.

Expulsion Appeals

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 receiving the written notice 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 or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The 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, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the 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 the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission/Reinstatement

The decision to readmit a pupil previously expelled from MSA-6 shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA-6's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled from MSA-6 shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-6 for readmission.

MSA-6 shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as

determined by the board, the board will revisit at a later date not to exceed one (1) year.

Procedures for Notifying Teachers about Dangerous Pupils

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 Illuminate. 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 Illuminate. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is* ***CONFIDENTIAL****, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900 **(a)(1)** Mutual fight **(a)(2)** Assault/Battery
(b) Possessed, sold or furnished dangerous object
(c) Controlled substance/alcohol
(d) Imitation controlled substance
(e) Robbery/extortion
(f) Vandalism
(g) Theft
(h) Tobacco/nicotine products
(i) Obscene act, habitual profanity/vulgarity
(j) Drug paraphernalia
(k) Disruptive/willfully defiant behavior (grades 4-12)
(l) Received stolen property
(m) Imitation firearm
(n) Sexual assault or battery
(o) Harassed/threatened witness
(p) Sale of soma
(q) Hazing
(r) Bullying/cyberbullying
(s) Aiding and abetting
E.C. 48900.2 Sexual harassment (gr 4-12)
E.C. 48900.3 Hate Violence(gr 4-12)
E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12)
E.C. 48900.7 Terrorist threats against school officials or property
E.C. 48915
(a)(1)(A) Serious physical injury
(a)(1)(B) Possession: knife or dangerous object
(a)(1)(C) Controlled substance
(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee
E.C. 48915
(c)(1) Possessing, selling, furnishing firearm
(c)(2) Brandishing a knife at another person
(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery
(c)(5) Possession of an explosive

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

Sample

Confidential

Memorandum

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

Re: Students having committed specified crime

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

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

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

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Sexual Harassment Policy

Policy Prohibiting Unlawful Harassment

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

Prohibited Unlawful Harassment:

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

Prohibited Unlawful Sexual Harassment:

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

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

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

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.
All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any

individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a policy, productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal (or MPSCO Human Services for MPSCO employees).

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 coworker.

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

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;

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

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

Policy for Complaints Against Employees (Complaints by Third Parties Against Employees):

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

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

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

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

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

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

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

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.
In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):

_____

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

_____

List any witnesses that were present:

_____

Where did the incident(s) occur?

_____

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

the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

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

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

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged
Incident(s):_____

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

List any witnesses that were present:
_____
_____

Where did the incident(s) occur?
_____
_____

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

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

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

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

Corporal Punishment

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

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

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

Examples of PERMITTED actions (NOT corporal punishment):

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

Examples of PROHIBITED actions (corporal punishment):

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

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.
Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

· Remarks about the physical attributes or development of anyone;
· Excessive attention toward a particular student;
· Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
· Getting parents' written consent for any after-school activity;
· Obtaining formal approval to take students off school property for activities such as field trips or competitions;
· E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
· Keeping the door open when alone with a student;
· Keeping reasonable space between you and your students;
· Stopping and correcting students if they cross your own personal boundaries;
· Keeping parents informed when a significant issue develops about a student;
· Keeping after-class discussions with a student professional and brief;
· Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
· Involving your supervisor if conflict arises with the student;
· Informing the Executive Director about situations that have the potential to become more severe;
· Making detailed notes about an incident that could evolve into a more serious situation later;
· Recognizing the responsibility to stop the 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. Must be khaki, black , or navy blue.

Pants/Skirts/Skorts/Shorts/Capris:

- 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/denim 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 undo attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

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 hip bone when student is standing up.

FOOTWEAR

- Most 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 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 predetermined 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
§ Illuminate 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, msa6 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.
o Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2017-18 school year)
o 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
o 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, Illuminate 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 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 Illuminate.
- 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 Illuminate.
- 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 Illuminate.
- 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.

Illuminate 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 Illuminate.

4. Homework/Assignments: Our teachers upload and document all homework assignments on Illuminate. 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. Illuminate 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 Illuminate. The Illuminate 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: Illuminate 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 Illuminate. 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. Illuminate 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

Illuminate Behavior Points

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

Positive Rewards (examples):

+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"

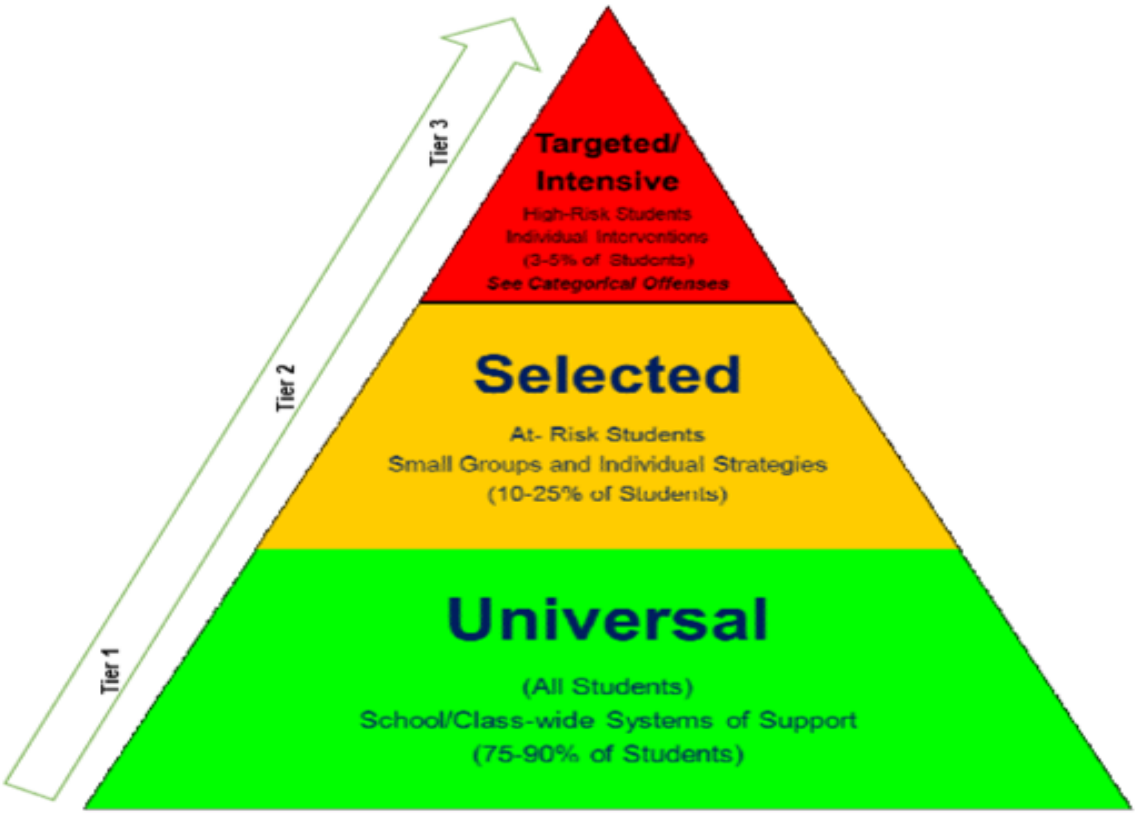
Unacceptable types of Behavior

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.

Minor/Major Behavior Entries

After three entries, students will be assigned community services and/or contact parent.
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 Support for Behavior



Level 1 Infractions	Interventions
• 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 rules/personnel	✓ 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

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 Infractions	Interventions
• 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 • 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	✓ 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

Level 3 Infractions	Interventions
• 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 • 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	✓ 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

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 specific 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: Annually, all employees will review the policies and procedures as noted in the comprehensive safe school's 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

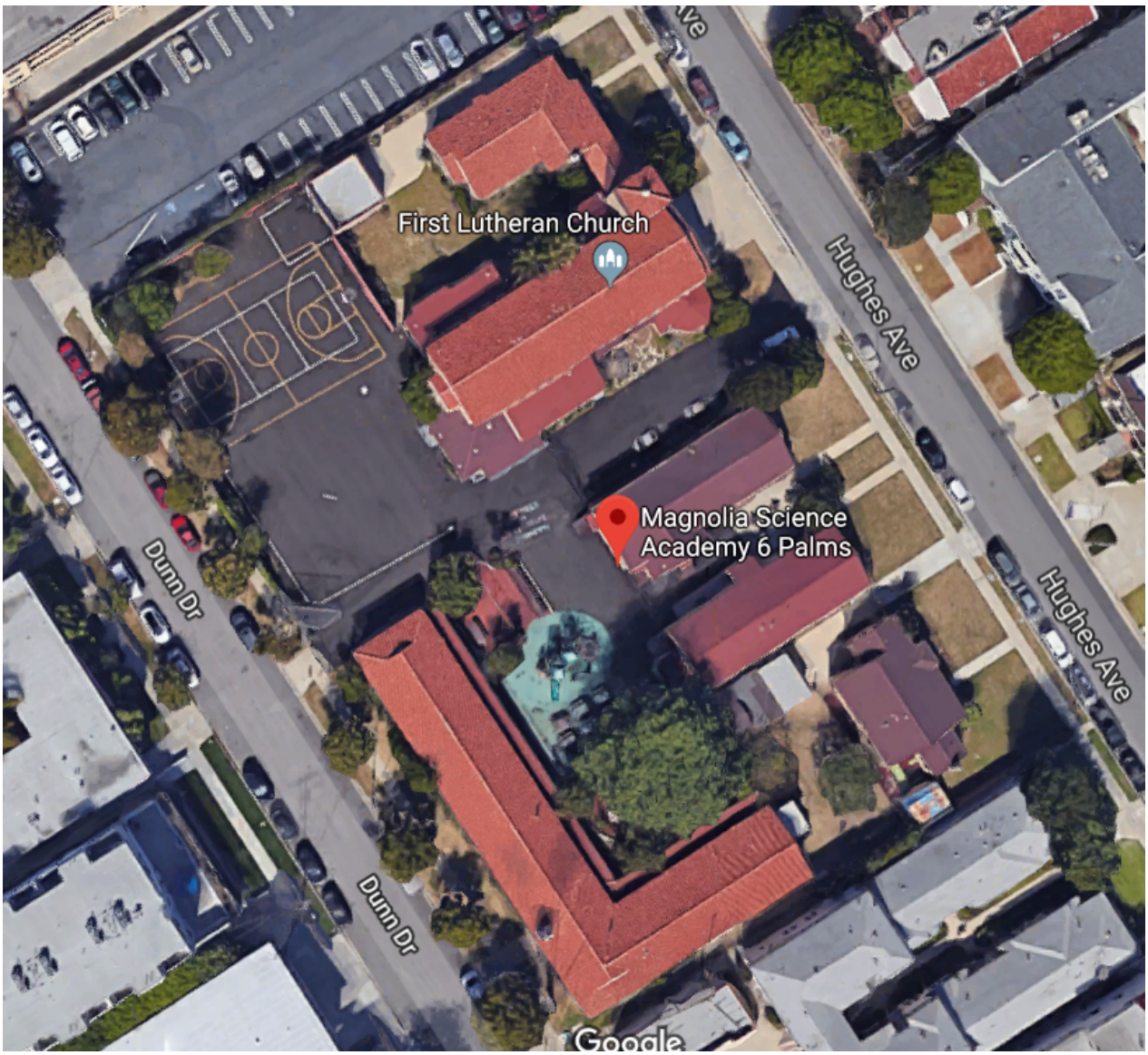
Component 2 - Physical Environment

- 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



MSA-6 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

☐ 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

2019-2020 and 2020-2021

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
- Fire Drill
- Earthquake Drill
- Take Cover Drill

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

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

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

June
- Fire Drill

Insurance Claim Forms

charterSAFE

Liability Incident Call-In Report

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

Charter School: _____ Location / Site: _____

School Administrator's name: _____
Title:_____

Address where incident occurred: _____

_____

Type of Incident:

Parent/guest incident _____ Parent/guest complaint/allegation _____ Employee complaint/allegation _____

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM_____ PM_____

Legal complaint or attorney letter received? _____Yes _____No (if yes, please fax a copy with this report)

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

_____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

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

Contact Information: Phone: _____ Email Address: _____

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

_____

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

_____Trip/slip/fall _____Employment dispute

_____Allegation of neglect/unsafe conditions _____Wrongful termination complaint
_____Allegation of discrimination or abuse _____Special education complaint

(Please describe in detail):_____

_____

_____

_____

Check any of the following possible causes which may apply:

_____Failure to follow proper policy _____Retaliation
_____Inattention _____Act of other
_____Carelessness _____Alcohol/drug use
_____Unreasonable demands _____Unsafe act

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

_____

_____

Comments:
_____

_____

_____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

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

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.
(877) 263-9904
Do not fax report; the JPA will receive a copy from the hotline.

HOST Crisis Help

Home Office Support Team

Always call 911 first when a life-threatening emergency is in place! You can call the Suat Acar, Chief Operations Officer anytime by skipping the below process to get direct guidance. In case you cannot reach the Chief Operations Officer you may call our CEO Mr. Rubalcava or Assistant Director of Student Services Dr. Brenda Lopez for immediate assistance.

1- The principal or the dean (Admin) is informed about an emergency or a crisis situation
2- If possible, the admin investigates and provides an incident report to the host@magnolia email. In case of urgency the admin or designee sends an email to host@magnolia immediately then provides the incident report later.
3- Suat Acar directs the conversation to the related, appropriate home office staff for further follow-up. Either Suat or related home office staff start a text message conversation for quick, instant communication
4- Case follow up report to be provided to host@magnolia by the related home office staff and the school admin.
5- If the case investigation, follow up needs further time the related home office staff will follow up with the admin.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

Phone Number: 1 (669) 224-3412
Access Code: 921-759-077

Comprehensive School Safety Plan
Magnolia Science Academy-7
LAUSD

Fatih Metin, Principal
18355 Roscoe Blvd. Northridge, CA 91406
(818) 886-0585
fmetin@magnoliapublicschools.org

A meeting for public input was held on October 10, 2018
at Magnolia Science Academy-7

Reviewed by Law Enforcement October 25, 2018

Plan Adopted by School Site Council October 16, 2018

Plan approved by Magnolia Public Schools Board

Committee members

Fatih Metin, Principal
Meagan Wittek, Designee
Gilbert Yoon, Teacher Representative
Adam Jacobs, Parent Representative
Veronica Romero, Classified Employee
Senior Lead Officer, Peteque, LAPD - West Valley
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

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 were:

1. Robbery
2. Theft/Larceny
3. Burglary from Vehicle

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/Illuminate 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/Illuminate behavior data to identify any property damage that has occurred.

e. Attendance rates

i. Student attendance rates were pulled from Coolsis/Illuminate.

ii. Truancy data was pulled from Illuminate

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. PBIS Committee
d. Administration
e. Local School Administration
f. School Site Council
g. Parent Task Force
h. Local Law Enforcement Collaboration

3. We will continue to review data in the upcoming academic year to continually 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, 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)

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. Home Office will also be informed using the Home Office Support Team (HOST) email system. (Refer to HOST attachment). In the event of the following scenarios, the Principal or designee will communicate with stakeholders using the school's mass communication system.

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 fire fighting 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, trash cans, 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.

Explosions

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 fire fighting 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 and walkie talkies 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 Wipes
- 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

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 comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of 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 an IEP:

Charter School shall establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 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 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 Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District:

Upon expelling <u>any</u> 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" [form available from the CSD website or office], including attachments as required on the form
- 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from 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 section 49068 (a) and (b).

SUSPENSION AND EXPULSION PROCEDURES

Outcome Date:

Charter School shall gather and maintain all data related to 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.

In accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this

clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Discipline Foundation Policy:

The following Student Suspension and Expulsion Policy (Policy) has been established in order to promote learning and protect the safety and well-being of all students at MSA-7. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating the Student Suspension and Expulsion 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 MSA-7’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions. 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, distributed and discussed with students and families as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year and signed by their guardian.

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.

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 MSA-7 staff. Teachers will not only report discipline issues on the school information system, Illuminate or equivalent, 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, emails, 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.

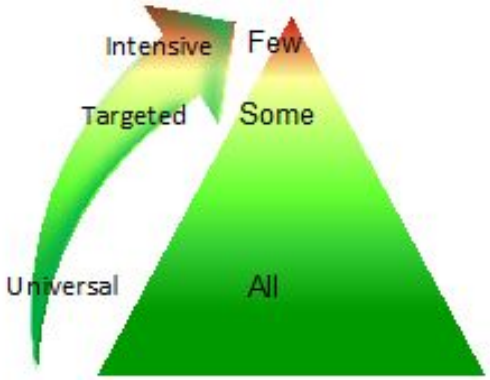
Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at MSA-7. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent 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 Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion. MSA-7 provides its staff with Professional Development in the area of restorative practices alternatives to suspension, and positive behavior supports.

As part of its Multi-tiered Systems of Support (MTSS) framework and Response to Intervention (RTI) Programs, MSA-7 implements Positive Behavior and Interventions and Supports (PBIS) to address student discipline issues including suspension. This tiered approach lists intervention strategies and programs based on the level of fractions.

MSA-7 implements prevention strategies for each tier as presented below:

Tier	Prevention Description
I. Primary (Universal)	**Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non- classroom).**
II. Secondary (Targeted)	**Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.**
III. Tertiary (Intensive)	**Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.**



MSA-7 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, home visit, school reflection time with administration, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Principal/Assistant Principal), assigning volunteer work/community service, and in-school suspension.

GROUNDS FOR SUSPENSION

Jurisdiction:

A student may be suspended for prohibited misconduct as identified below under the heading, “Enumerated Offenses,” if the act is (1) related to school activity; (2) school attendance occurring at MSA-7; or (3) a MSA-7 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

Discretionary Suspension 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 minor harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
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 resulting in negligible loss.
8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
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. 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.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
17. Made terroristic 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.

18. 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 offensive as 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 pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.

20. 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 pupils in any of grades 4 to 12, inclusive.
21. 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 schoolsite, 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.

22. 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 paragraphs 1 and 2 of this section.

23. 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.

Mandatory Suspension Offenses

Students shall be suspended 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 in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code Section 48915(h).

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 Charter 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 Charter School personnel. If a student is suspended, by Principal or Designee, 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 (2) 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 Charter School Principal or

Designee. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

MSA-7 assures that the process for investigating incidents and collecting evidence will be fair and thorough.

As an alternative to out of school suspension, MSA-7 utilizes in-school suspension as a way to redirect student choices and provide an opportunity to reflect in a space that ensures students will also be responsible for completing assigned academic work. The in-school suspension for students will be in a designated working area in the main office with access to a supervising administrator who holds a teaching credential. During in-school suspension, access to instructional materials will be coordinated by the Assistant Principal. The Assistant Principal will reach out to the students' teachers prior to the in-school suspension and the teachers will share the materials and assignments students will be working on while they are serving their in-school suspension. Since students have access to online platforms, students will be provided with a one to one device just like their peers to complete assignments. If the in-school suspension is related to a technology infraction, a hard copy will be provided as an alternative for having access to work and submitting assignments. Office staff will work alongside administrators to determine any accommodations students may need during their in-school suspension. For example, scheduled breaks, as well as providing breakfast and lunch for the student. A restorative justice team consisting of teachers and the Assistant Principal will meet to develop a positive behavioral plan to support the student during and after the in-school suspension. This plan is shared with parent/ guardian when informing them of the in-school suspension and parent/ guardian feedback is also welcomes regarding follow up support for their child. In addition to the meeting, a form will be provided to families regarding the in-school suspension and the parent can sign giving their acknowledgment of the in-school suspension guidelines. A student may be suspended in-school for a maximum of five school days per incident and a maximum of 20 school days per academic year.

During the in-school suspension, the Assistant Principal will work directly with the student and together they will create a plan for how to re-enter the school environment following an incident. There will also be additional support added during this reflection time which may include speaking to a counselor. Every incident is unique and should there be an opportunity to restore the relationship and redirect the student's actions during the in-school suspension, this connection and established trust will be leveraged. In an effort to ensure the safety of all stakeholders, the following offenses may result in in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

The above-mentioned offenses are addressed in a serious manner and depending on the details may not be able to be rectified with an in-school suspension. The school administrator will report the incident to the appropriate authorities under the direction of the local authorities who will assess the level of risk and will act in accordance with the recommendations. The authorities will determine whether or not the situation should be handled “administratively” or by the police. The administrative team will then move forward with the appropriate support. In order to comply with Ed Code Section 48900, the school administrator will notify all stakeholders by the end of the school day.

Notice to Parents/Guardians

At the time of the 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, by the Principal or Designee, 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 and will provide information about the appeal right and process. If Charter School administrators 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 Sections 48903, 48911, and 48912) The expulsion process shall not take longer than 30 days from the first day of the initial suspension. Disciplining students with Disabilities is outlined in the section below.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made, verbally or in writing, 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. Current teachers of the student are not eligible to participate as a member of the Reflection Committee. 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. The Charter School administrators 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 Sections 35253 and 49076 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 with school site administrators to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or Designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (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, the 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, the 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, that are described below under the heading, "Discretionary Expellable Offences and Mandatory Expulsion Offenses," if the act is (1)

related to school activity; (2) school attendance occurring at MSA-7 or at any other school; or (3) a MSA-7 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.

The length of an expulsion is addressed above, under “Rehabilitation Plans.”

Expulsion (Discretionary and Mandatory Offenses)

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, 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. 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.
9. 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.

10. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
11. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
12. Made terroristic 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.
13. 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 pupils in any of grades 4 to 12, inclusive.
14. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.
15. 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 pupils in any of grades 4 to 12, inclusive.
16. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    a. “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 substantially detrimental effect on his or her physical or mental health.

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

iv. 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.

b. "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:

i. 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.

ii. 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.

iii. 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.

i. 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. ii. 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.

2. 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.

18. 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 paragraphs 1 and 2 of this section.

19. 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.

Mandatory Expulsion Offenses

1. Possessing, selling, or furnishing a firearm, as defined in Section 921 of Title 18 of the United States Code.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committing a sexual battery, as defined in Penal Code Section 243.4.
5. Possession of an explosive, as defined in Education Code 48915(h).

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

Expulsion Procedures

Authority to Expel
If determined necessary upon the referral by the discipline committee; a student may be expelled by an Administrative Panel following a hearing before it. 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 Charter School in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. A member who served on the Reflection Committee may not serve on the Administrative Panel for the same student. The Administrative Panel may expel any student found to have committed an expellable offense.

A decision to expel a pupil for an expellable offense shall be based on a finding of one or both of the following:

(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 presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The process for investigating incidents and collecting evidence will be fair and thorough.

Expulsion Hearing
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, 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. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or Designee, 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 MSA-7's 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 Charter 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

MSA-7 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 complaining 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 Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the Panel.

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 (5) 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. MSA-7 administrators 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 Administrative 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 Administrative Panel 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 Administrative Panel 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 entity presiding over the hearing from removing a support person whom the presiding Administrative Panel finds is disrupting the hearing. The Administrative Panel 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, MSA-7 administrators must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-7. The Administrative Panel 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 Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity 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 hearing 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 under investigation, 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 no 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 Administrative Panel 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 determination 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. Sworn declarations may be admitted as testimony from witnesses of whom the Panel 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 expel, 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 within 30 days 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(s) 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 MSA-7

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

4. Information regarding rights to, how, timelines, and to whom a student/parent may appeal an expulsion decision

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

MSA-7 shall maintain records of all student suspensions and expulsions at MSA-7. 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 receiving the written notice 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 or his/her representative shall have the right to present evidence. The Board will consider the evidence and/or testimony presented to the Administrative Panel as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant at the conclusion of the hearing, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

The 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, including, but not limited to, programs within the County or their school district of residence.

The Charter School shall work with the District for an interim placement at a community day school or other alternative program. Should the 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 the Charter School secures another alternative interim placement at another Charter School or school within its CMO, if appropriate and aligned with applicable charter petitions, the Charter School will notify the District of such determination.

Readmission/Reinstatement

The decision to readmit a pupil previously expelled from MSA-7 shall be at the discretion of the Governing Board following a meeting with the Principal or designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Principal or Designee will make a recommendation to the Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon MSA-7's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled from MSA-7 shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to MSA-7 for readmission.

MSA-7 shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the board, the board will revisit at a later date not to exceed one (1) year.

ADDITIONAL PROVISIONS

Bullying

Bullying is listed as an offense for which a student may be suspended or expelled. The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the

definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

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 Illuminate. 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.

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.
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 coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your direct supervisor. However, in the

event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;

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

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

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

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

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

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

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

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.
In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

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

Your Name: _____ Date: _____

Date of Alleged Incident(s):

_____

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

_____

List any witnesses that were present:

_____

Where did the incident(s) occur?

_____

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

_____

_____

_____

_____

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

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

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged
Incident(s):_____

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

_____

_____

List any witnesses that were present:

_____

_____

Where did the incident(s) occur?

_____

_____

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

_____

_____

_____

_____

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

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

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

Corporal Punishment

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

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

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

Examples of PERMITTED actions (NOT corporal punishment):

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

Examples of PROHIBITED actions (corporal punishment):

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;

- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

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

- Recognizing the responsibility to stop the 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. Must be khaki, black , or navy blue.

Pants/Skirts/Skorts/Shorts/Capris:

- 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/denim 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 undo attention.
- Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
- Cosmetics must be appropriate for school and not attract undue attention.
- No brightly colored or glitter eye shadow, or blush.
- Mascara and eyeliner should be minimal.
- Lipstick should be a natural color.
- Earrings must be studs or one (1) inch hoops and worn on earlobe.

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 hip bone 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 predetermined 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
- Illuminate Communication Logs
- Schoolwide Phone Call News Distribution
- Email Blasts and Monthly Newsletters
- School Site Council
- ELAC Committee
- 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 The Music Center (three-year grant recipient)
- Partnership with Cal State Northridge Art Department
- Partnership with Chicago School of Psychology (counseling & tutoring services)
- Partnership with CSUN Mitchell Family Clinic (counseling)

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 Counseling and Social-emotional 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)
  -Improve curriculum and teaching practices
- Teachers will provide CCSS aligned instruction using ELD strategies.
  -Include health and resiliency curriculum
- During the 2019-2020 school year, MSA7 will continue to offer Character Education lessons and weekly Health classes to all students.
- Students will continue to participate in CSUN and Chicago School 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). 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.
- 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 students 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, Illuminate 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 arc 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. We have two community volunteers who help maintain the library and help students while they visit.

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 addressesthe 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 Illuminate.
- 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 Illuminate.
- 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 Illuminate.
- 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.

Illuminate 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 Illuminate.

4. Homework/Assignments: Our teachers upload and document all homework assignments on Illuminate. 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. Illuminate 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 Illuminate. The Illuminate 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: Illuminate 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 Illuminate. 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. Illuminate 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

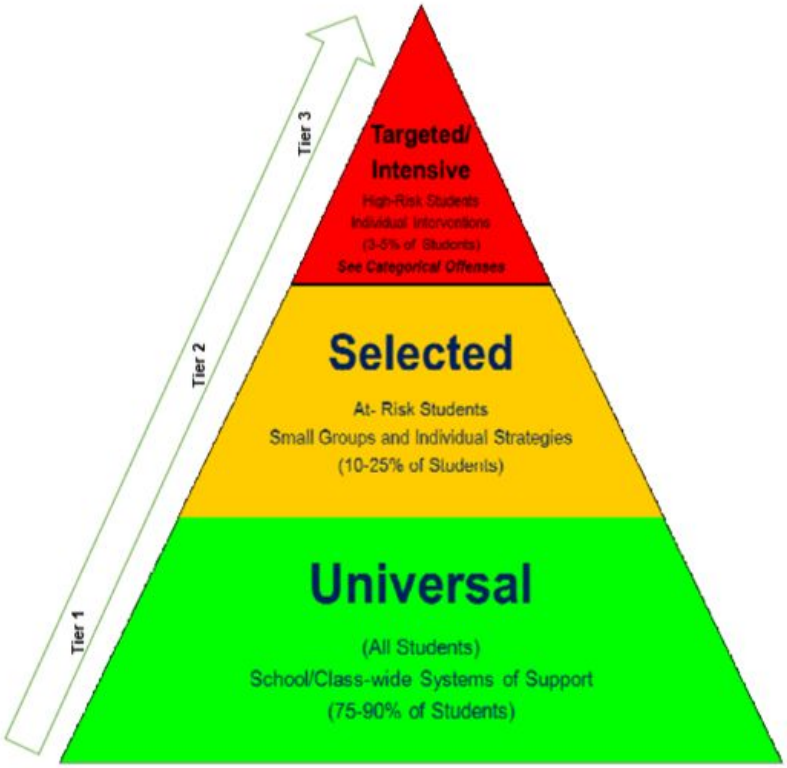
Illuminate Behavior Points
[For Middle & High School Only: Student behavior will be recorded on Illuminate and students will receive the following rewards or consequences based on their behavior points.

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"

Minor/Major Behavior Entries:
After three minor behavior entries or one major behavior entry, parents will be notified and a conference will be held. School-wide behavior and reflection procedures will be followed as aligned with the MPS Student/Parent Handbook.

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 Support for Behavior



Level 1 Infractions	Interventions
• 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 rules/personnel	✓ 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

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 Infractions	Interventions
• 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 • 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	✓ 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

Level 3 Infractions	Interventions
• 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 • 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	✓ 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

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: Quarterly all employees will review the policies and procedures as noted in the comprehensive safe schools plan.

- Related Activities: Review regularly during Professional Development, committee meetings and safety meetings.
- Resources needed: Safety plan,
- Person(s) responsible for implementation: Designated administrator, safety committee
- Budget: None
- Evaluation guidelines: Surveys, Feedback from stakeholders

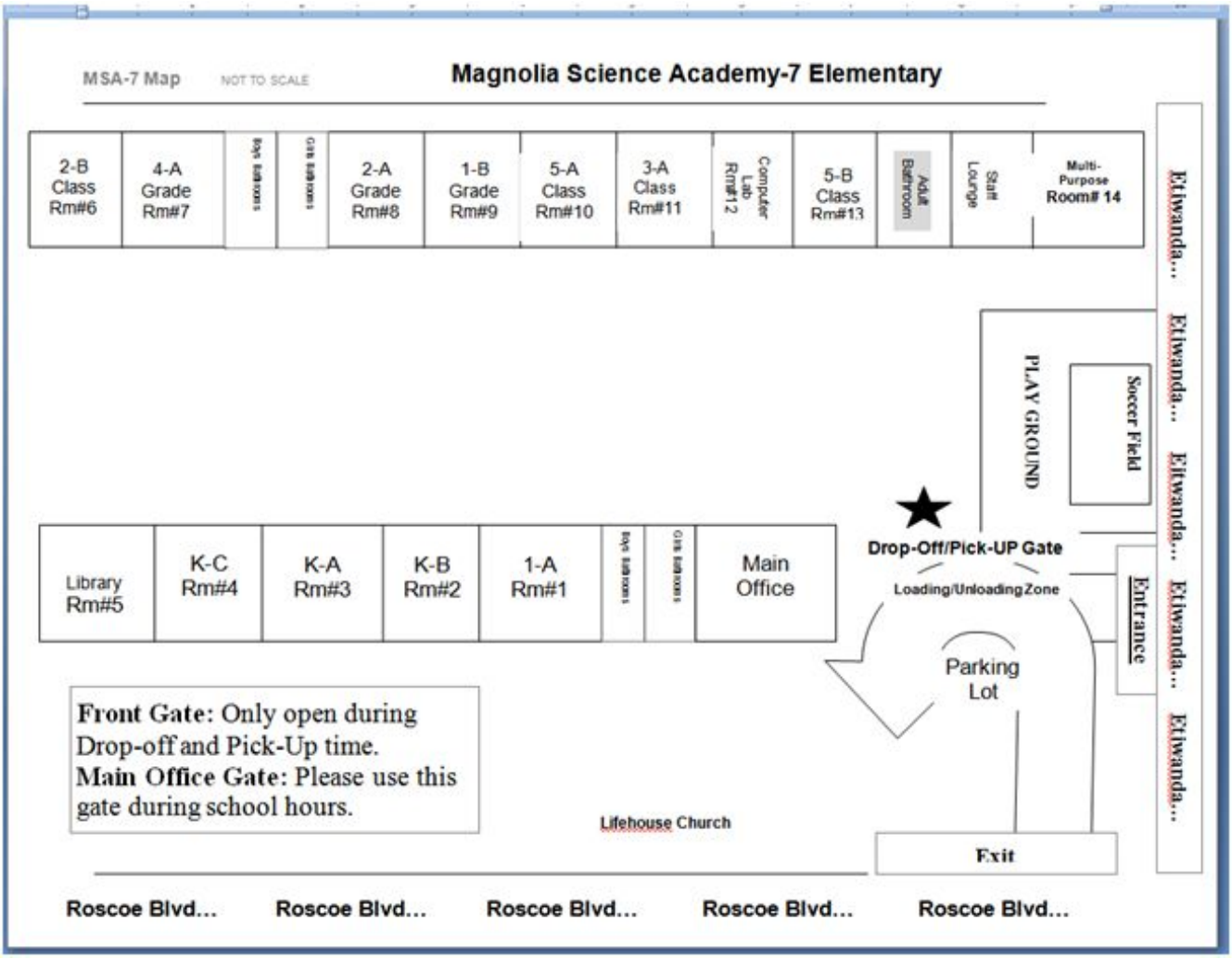
Component 2 - Physical Environment

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

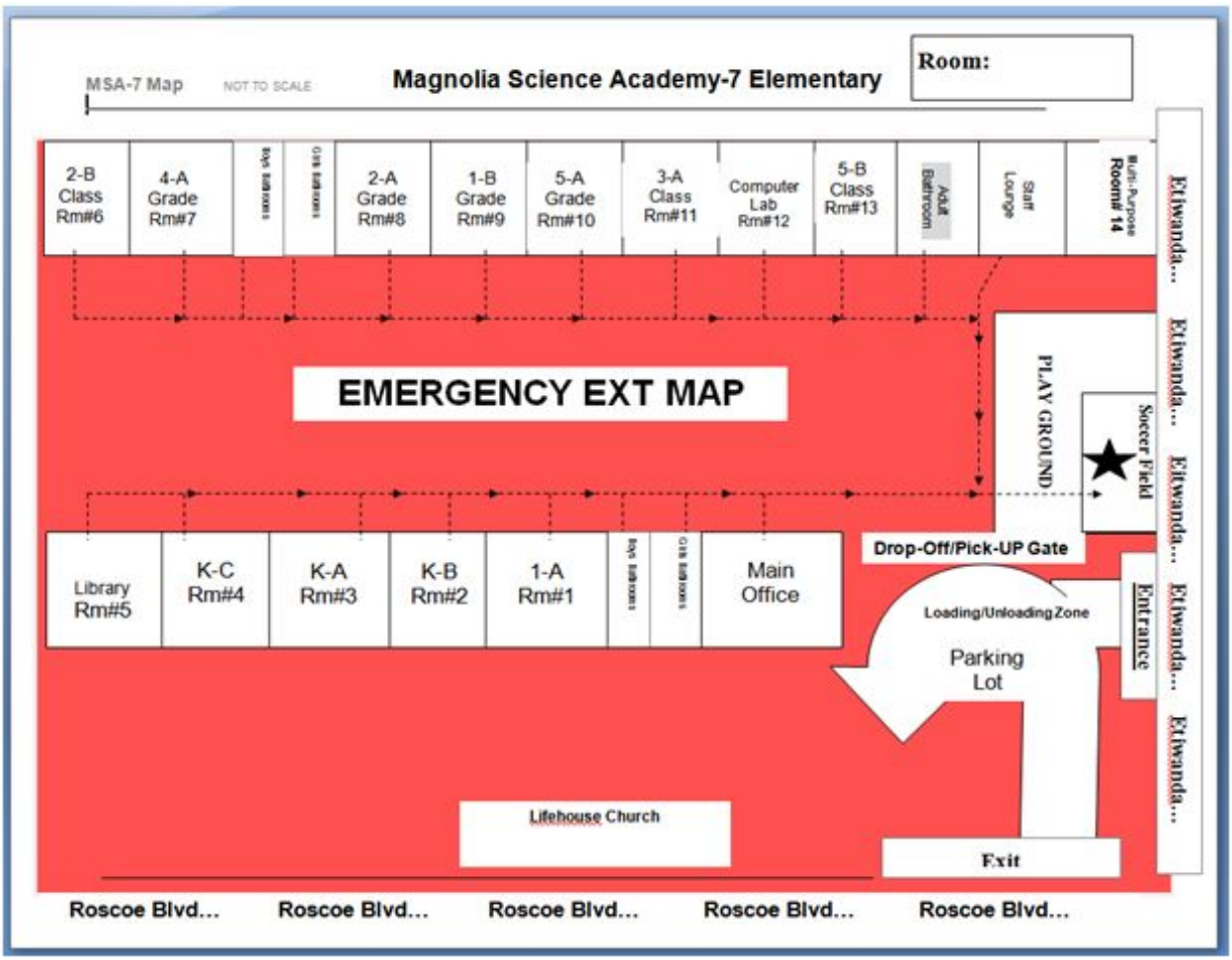
Objective: Monthly school personnel will complete a campus walk-thru form to identify any areas of need.

- Related Activities: Teachers can report concerns during weekly staff meetings.
- Resources needed: Walk-thru form, building supplies
- Person(s) responsible for implementation: Plant manager
- Budget: Refer to schools annual budget
- Evaluation guidelines: Surveys, Feedback from stakeholders

MSA-7 School Map



MSA-7 Emergency Map



Emergency Drill Status Report

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

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

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

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Data Sheet

MAGNOLIA PUBLIC SCHOOLS
EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information

☐ Fire
☐ Earthquake drill with evacuation
☐ Shelter in Place
☐ Drop/Cover/Hold or "Drop"
☐ 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			
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
2019-2020 and 2020-2021

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
- Fire Drill
- Earthquake Drill
- Take Cover Drill

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

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:

_____Failure to follow proper policy
_____Inattention
_____Carelessness
_____Unreasonable demands
_____Retaliation
_____Act of other
_____Alcohol/drug use
_____Unsafe act

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

_____

_____

Comments:

_____

_____

_____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

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

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

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

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HOST Crisis Help

Home Office Support Team

Always call 911 first when a life-threatening emergency is in place! You can call Suat Acar, the Chief Operations Officer, anytime by skipping the below process to get direct guidance. In case you cannot reach the Chief Operations Officer you may call our CEO Mr. Rubalcava or Dr. Brenda Lopez for immediate assistance.

1- The principal or the dean (Admin) is informed about an emergency or a crisis situation
2- If possible, the admin investigates and provides an incident report to the host@magnolia email. In case of urgency the admin or designee sends an email to host@magnolia immediately then provides the incident report later.
3- Suat Acar directs the conversation to the related, appropriate home office staff for further follow-up. Either Suat or related home office staff start a text message conversation for quick, instant communication
4- Case follow up report to be provided to host@magnolia by the related home office staff and the school admin.
5- If the case investigation, follow up needs further time the related home office staff will follow up with the admin.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

Phone Number: 1 (669) 224-3412
Access Code: 921-759-077

INTEGRATED SAFE SCHOOL PLAN QUICK REFERENCE GUIDE

ORCHARD ACADEMIES / MAGNOLIA SCIENCE ACADEMY BELL
6411 ORCHARD AVE
BELL, CA 90201
323-826-3900

INCIDENT COMMAND TEAM

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response and intervention services.	Hernandez, Jason	Prado, Arturo
Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	Prado, Arturo	Hernandez, Jason
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	Hernandez, Jason, and/or MPS, and/or LAUSD	Lopez, Marisol
Psychological First Aid	Team provides psychological/emotional support and crisis counseling for students, staff, and parents.	Prado, Arturo	Gutierrez, Ashley
First Aid/Medical	Team ensures that first aid supplies are available and performs medical first aid/triage.	Lopez, Marisol	Elias, Leslie
Security	Team ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities as necessary.	Escarzaga, Jaime (LAUSD)	Padilla-Perez, Marvin (LAUSD)
Request Gate	Team processes requests for student pick-up.	Acosta, Fabiola	Elias, Leslie
Reunion Gate	Team reunites students and parents at Reunion Gate.	Cervantes, Wilkins	Gomez, Jazmin
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	Escarzaga, Jaime (LAUSD)	Padilla-Perez, Marvin (LAUSD)

Communications	Team 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.	Prado, Arturo	Lopez, Marisol

THREAT ASSESSMENT TEAM CHART

This chart identifies the 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.

A threat is defined as the expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, physical damage to property, or disruption to institutions or District-sponsored activities. A threat 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 multi-disciplinary Threat Assessment Team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional (e.g., for students, a Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor, or School Mental Health Administrator if the person making the threat is an adult). The person making the threat, the targeted individual(s), or witness(es) should not be part of the threat assessment team meeting.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
Administrator (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, safety planning, and monitoring.	Prado, Arturo	Hernandez, Jason

Mental Health Professional (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. Identified as the Suicide Prevention Liason. Brings mental health and trauma expertise in working with students & families.	Prado, Arturo (Student Threat Assessment) Hernandez, Jason (Adult Workplace Violence Assessment)	Gutierrez, Ashley (Student Threat Assessment Backup) Prado, Arturo (Adult Workplace Violence Assessment Backup)
Law Enforcement (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.	Navarro, Alfredo	LASP at Bell High School

SEARCH AND RESCUE TEAM

The Search and Rescue Team performs search and rescue operations.	
Meeting Location (Inside)	OUTDOOR BASKETBALL COURTS
Meeting Location (Outside)	DEBS PARK

Search and Rescue Team 1

The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. All Search and Rescue Team 1 Must have FOUR members.

Team Leader	Member 2 / Alternative Leader	Member 3	Member 4
Prado, Arturo	Morales, Hugo	Hernandez, Corina	Yao, Lauren

SECURITY/UTILITIES TEAM

Ensures site security of the school site and short-term repairs.			
Meeting Location (Inside)	CONFERENCE ROOM		
Meeting Location (Outside)	TRIAGE		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Escarzaga, Jaime (LAUSD)	Padilla-Perez, Marvin (LAUSD)	Cervantes, Wilkins	

FIRST AID/MEDICAL TEAM

Ensures first aid supplies available and administered.

Meeting Location (Inside)	CONFERENCE ROOM		
Meeting Location (Outside)	TRIAGE		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Lopez, Marisol	Elias, Leslie		

FIRE SUPPRESSION/HazMat TEAM

Extinguishes fires and evaluate the potential chemical spills			
Meeting Location (Inside)	CONFERENCE ROOM		
Meeting Location (Outside)	TRIAGE		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Payton, Geoffrey (LAUSD)	Canchola, Joseph (LAUSD)		

PSYCHOLOGICAL FIRST AID/CRISS TEAM

Provides psychological counseling for students and staff.			
Meeting Location (Inside)	CONFERENCE ROOM		
Meeting Location (Outside)	TRIAGE		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**

Gutierrez, Ashley	Prado, Arturo		

REQUEST/REUNION GATE TEAM

Request Gate team - Processes requests for student pick-up	Reunion Gate Team - Reunites parents with students
Request Gate Team Meeting Location (Outside) Ernest Debs Park	**Reunion Gate Team Meeting Location (Outside)** West Gate
Team Leader - Fabiola Acosta Alternative - Leslie Elias	Team Leader - Wilkins Cervantes Alternative - Jazmin Gomez

SUPPLY/EQUIPMENT TEAM

Ensures adequate supplies and equipment			
Meeting Location (Inside)	CONFERENCE ROOM		
Meeting Location (Outside)	TRIAGE		
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**
Prado, Arturo	Hernandez, Jason		

DOCUMENTATION/COMMUNICATION

Maintains emergency log including financial information and analyzes situation and updates Incident Command			
Team Leader	**Member 2 / Alternative Leader**	**Member 3**	**Member 4**

Lopez, Marisol	Hernandez, Jason		

ADDITIONAL CONTACTS

Complex Project Manager - Escarzaga, Jaime (LAUSD)	LD Administrator of Operations - Webb, Alfonzo (LAUSD)
LD Operations Coordinator - Hernandez, Paul	LAUSD Office of Communications - (213) 241-6766
School Nurse - Okiyefa, Justina (LAUSD)	Bus Dispatch - (800) 522-8737
Electric Company - SCE	Gas Company - The Gas Company
Nearest Pediatric Emergency Room (up to age 20) - St. Francis Medical Center	
Nearest Hospital - St. Francis Medical Center	Hospital Phone Number - (310) 900-8900
Nearest Medical Clinic - Clinica Medica	Medical Clinic Phone Number - (323) 581-8485
Fire Station - LA County Fire Department 165	Police/Sheriff Station - Bell Police Department

ORCHARD ACADEMIES
SCHOOL SITE MANAGEMENT ORGANIZATION CHART

2A	ROOMS	2B	ROOMS	2C	ROOMS
SEARCH & RESCUE		**SEARCH & RESCUE**		**SEARCH & RESCUE**	
TEAM 1		**TEAM 2**		**TEAM 4**	
Hugo Morales Corina Hernandez Lauren Yao	D106, D107	1.E. Rios 2.U. Villa	D210, D209	1. D. Palacios 2. L. Rivas	D310, D309
	D108, D109		D208, D212		D308, D312
	D110, D111		D207, D212		D307, D312
	D112, D113		D206, D213		D306, D313
	D114, E101		D204, D214		D304, D314
BACK-UP Justin Mitchell Daniel Cortez	Boys and Girls Restrooms		Textbook, Fitness, Gym (Boys & Girls) Boys and Girls Restrooms		Boys and Girls Restrooms, Main Office, Parent Center,
		TEAM 3		**TEAM 5**	
	E104, E105	1. N. Diaz 2. F. Bustamante	E201, **E222**	1. P. Sanders 2. I. Gomez	E301, **E322**
	E106, E107		E204, E205		E304, E305
	E102, E103		E206, E203		E306, E303
	E125		E202, E207		E302, E307
	C125		BOYS, GIRLS		Library, Music, Drama, Dance (C203, C202)
			Cafeteria (student & Staff),		
Security/Utilities		**First Aid/Medical**	**Crisis Team**	**Request Gate**	**Reunion Gate**
J. Escarzaga		1. Nurse 2. S. Perkins (2B) 3. A. Arteaga (2B) 4. L.Conde-Leite(2B) 5. M. Lopez (2A)	1. A. Gutierrez (2A) 2. B. Padilla (2B) 3. I. Ruiz (2C) 4. Psychologist 5. PSA 6. PSW	1. S. Herrera (2C) 2. M. Padron (2C) 3. A Brunet 4. D.J. Jimenez (2B) 5. F. Acosta (2A) 6. L. Elias (2A)	1. W.Cervantes(2A) 2. C. Moran (2C) 3. Y. Herrera (2C) 4. L. Galindo (2C) 5 L. Colin (2B) 6. J. Gomez (2A)
Command Center	**Room Clear**		**Room Clear**	**Emergency Bins**	**Room Clear**
1. G. Llamas (2C) 2. J. Hernandez (2A)	J. Hernandez A Prado (2A)		L. Gomez (2B)	1. L. Gomez Alt. J. Escarzaga	G. Llamas

Emergency Evacuation Procedures:

Search & Rescue Teams - after taking attendance inform the teacher next to you and report to the emergency bins and wait until your team has assembled. Classrooms and all non-instructional rooms will be cleared **by L. Gomez**

Command Center – Ensure that all students, teachers, and staff are accounted for and will be cleared by **G. Llamas** and **J. Hernandez.** *Campus Aides*, *Custodial Staff, Cafeteria Staff*, *Request Gate* and *Reunion Gate Personnel* will report to Command Center: **G. Llamas and J. Hernandez.**

Triage – First Aid/Medical and Crisis Team personnel need to report to **S. Pekins and Nurse.**

Security/Utilities – Secure gates and entry points – Shutdown: gas, electrical, and water when necessary.

Shelter In Procedures/Lock Down: Listen for PA announcement – Students and Staff are to remain in doors and account for all students. During non-instructional time, students and staff are to enter the nearest building/classroom with teacher supervision. **Classroom door needs to be locked, windows and blinds need to be closed and students need to move away from windows. Office staff** will contact classrooms/rooms and account for teachers and students. **Administrators, counselors and campus aides** will secure individual floors and entrances. Administrator(s) will send Blackboard Connect message to parents and provide script to office staff. **Custodial staff** will secure perimeter gates and follow shutdown procedures as necessary.

Updated by S. Herrera 8/23/18

Los Angeles Unified School District

INTEGRATED SAFE SCHOOL PLAN

2018-2019

ORCHARD ACADEMIES 2B

6411 ORCHARD AVE

BELL, CA 90201

(323) 826-3900

Generated On: 9/28/2018

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1. Introductory Material

1.1 Certification Page

Los Angeles United School District

Integrated Safe School Plan

School: ORCHARD ACADEMIES 2B **Date Generated:** **9/28/2018**

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.

Title:	Name:	Signature:	Date Signed:
Required Committee Members:			
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		
Law Enforcement			
Los Angeles School Police:			
Or			
LAPD/LA County Sheriff/ Local Jurisdiction Agency:			

1. Introductory Material

1. Introductory Material

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

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.

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 e*mergency 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

Title	Name
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

Title	Name
Teacher	RIOS, EDGAR
Dean	
Cafeteria Manager	JUAREZ, ELENA
Plant Manager	ESCARZAGA, JAIME
School Psychologist	CLEMENS, JACOB
Counselor	
Physical Education Teacher	HOUGH, MARCUS
Nurse	OKIYEFA, JUSTINA
Health Education Teacher	PAYTON, GEOFFREY
PSW	GOMEZ VASQUEZ, YAJAIRA
Parent Center Director	PINEDA, MIRNA
PSA	CORONADO, SILVIA
Coach	

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
- ☐ 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.

2.4 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.
- ☐ ESCARZAGA, JAIME 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.

2.5 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.aspand 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.

2.6 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

- 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

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

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

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 incompliance 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

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.

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.

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.

- 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.

- 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

- 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.

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 wanding.
- 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

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.

- 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).
- Advice 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

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.

- 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).

- 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.

- 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.

- 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.

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.

- 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).”

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.

- 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/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan (ISSP), Volume 3
- Ensure that the CPRR policy and all applicable protocols (see Section III) are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Suicide Prevention Liaison(s) in the ISSP's School Site Suicide/Threat Assessment Team.
- Respond to reports of students at risk for suicide or exhibit self-injurious behaviors immediately or as soon as practically possible.
- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.

- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) Policy (BUL 2637.3) is implemented.
- Provide follow-up to relevant staff such as Local District Operations, as needed.
- Report incident in Incident System Tracking Accountability Report (iSTAR) as appropriate and update, as needed.

Responsibility of all District employees:

- Beginning in 2018, all District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. See MEM-6910 Suicide Prevention and Awareness Training.
- Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/ engaging in self-injury.
- Adhere to the SPIP policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school environment.
- Establish a multi-disciplinary School-Site Threat Assessment Team, in accordance with the Coordinated Safe and Healthy School Plan, Volume 3.
- Ensure that the Threat Assessment Management Policy (BUL-5799.0) is implemented, including all applicable protocols (see Section III).
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the Threat Assessment and Management (TAM) Policy (BUL-5799.0) and act in accordance with the policy.
- Report any suspected threats to the site administrator or designee immediately or as soon as practically possible.
- Cooperate in the investigation of complaints by providing relevant information.

Employee or Associated Adult Workplace Violence, Bullying and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the Workplace Violence (WPV) Policy (BUL-5798.0) is implemented.

- Investigate and respond to any verbal or written reports of violence, bullying or threatening behavior (see Attachment D).
- Monitor and follow-up to ensure that the behavior has stopped.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the WPV Policy (BUL-5798.0) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to your site administrator or designee by completing the Workplace Violence Complaint Form, Attachment D.
- 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.

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.

2. Plan Development

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.
- 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.
- 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.
- 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 supervisorial 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.
- 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 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 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, AEWSs, 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 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.

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

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 - **S**pecific, 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

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; RIOS, EDGAR

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.

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

- 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; RIOS, EDGAR

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

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

- 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: ARROCHA, 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.

3. Incident Command System

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
- 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
- Coordinating with Operations to provide water and food to students and staff when necessary
- Supporting other teams, as needed

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: Confrence Room

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

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.

3. Incident Command System

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

- 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:

- 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.

3. Incident Command System

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

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.

- 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

- 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

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

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

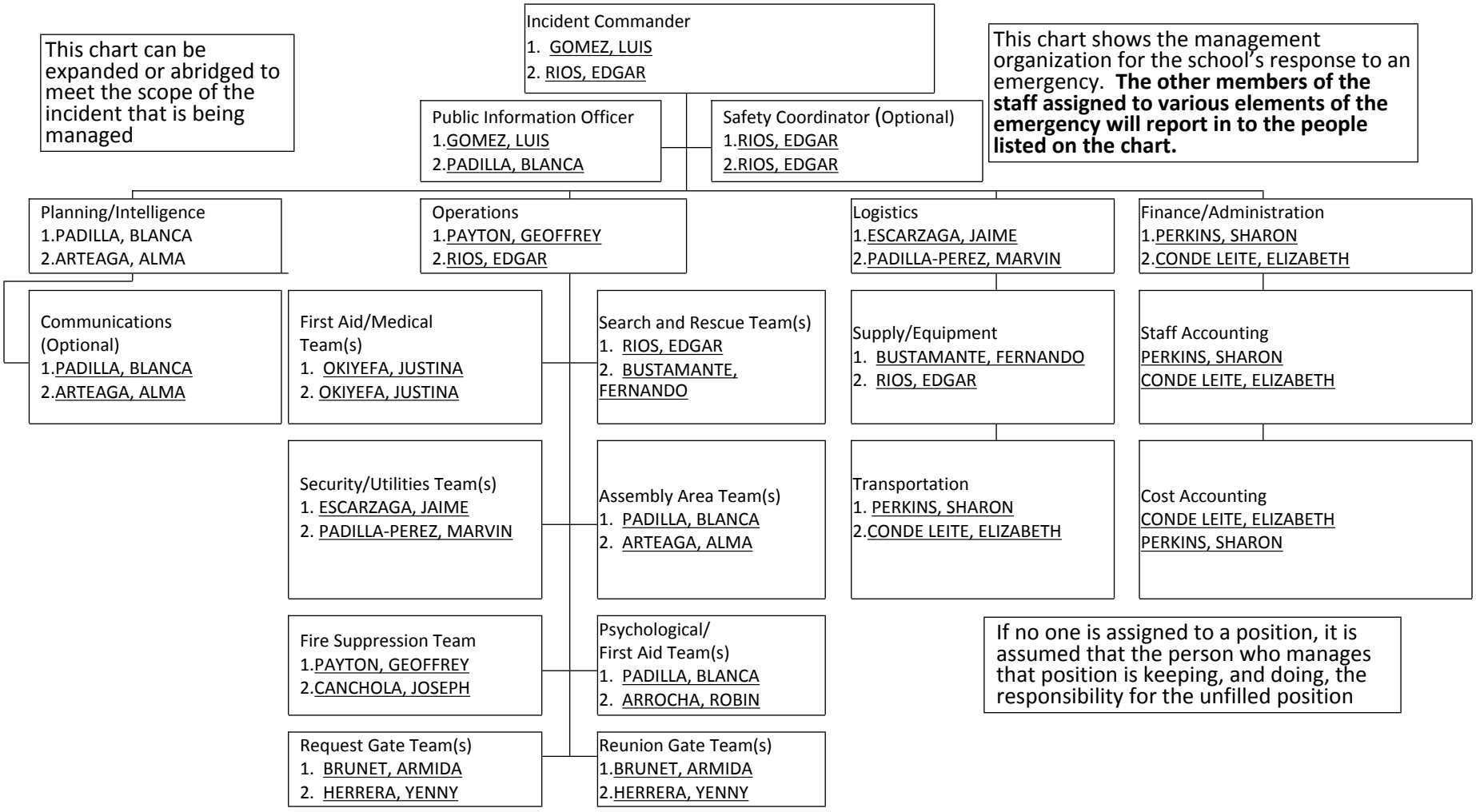
Supplies and Equipment

3. Incident Command System

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
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	GOMEZ, LUIS	RIOS, EDGAR
Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	PADILLA, BLANCA	GOMEZ, LUIS
Public Information Officer (PIO)	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
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	PADILLA, BLANCA	ARROCHA, ROBIN
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage.	OKIYEFA, JUSTINA	OKIYEFA, JUSTINA
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	ESCARZAGA, JAIME	PADILLA-PEREZ, MARVIN
Request Gate	Processes requests for student pick-up.	BRUNET, ARMIDA	HERRERA, YENNY
Reunion Gate	Reunites students and parents at Reunion Gate.	BRUNET, ARMIDA	HERRERA, YENNY
Logistics	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
Communications	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 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
Administrator (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, safety planning, and monitoring.	GOMEZ, LUIS	RIOS, EDGAR
Mental Health Professional /Suicide Prevention Liaison (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. Identified as the Suicide Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	PADILLA, BLANCA (Student Suicide/Threat Risk Assessment) GOMEZ, LUIS (Adult Workplace Violence Risk Assessment)	ESPARZA, MARCELA (Student Suicide/Threat Risk Assessment) GOMEZ, LUIS (Adult Workplace Violence Risk Assessment)
Law Enforcement (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:

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

3. Incident Command System

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

3. Incident Command System

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

3. Incident Command System

Charter School Emergency Contacts Chart - MAGNOLIA SCIENCE ACADEMY BELL @ SOUTH REGION MS #2A

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

Title/Role	Name	Work Number
Principal	GOMEZ, LUIS	
Assistant Principal 1		
Assistant Principal 2		
Administrator Assistant	PERKINS, SHARON	
Financial Manager		
First person on campus in AM	PERKINS, SHARON	
Last person on campus in PM	GOMEZ, LUIS	

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:

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

*An oral review of purpose and procedure may be done in lieu of actual practice.

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.

4. Training and Exercises

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.

4.4.2 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."

4. Training and Exercises

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
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

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

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

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

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.”

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.

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

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.

6. Functional Annexes

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.

6. Functional Annexes

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

6. Functional Annexes

- 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.

- 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.

6. Functional Annexes

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 directly to the administrator/designee and/or Suicide Prevention Liaison(s) immediately or as soon as practically possible. For example, do not

wait 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. Ensure that a staff member, not a student, accompany the student sent to the office for an assessment.

B. Secure the Safety of the Student

1. For immediate, emergency life threatening situations call 911.
2. Supervise student at all times. Ensure the physical environment the student is in is free of any items/objects that could potentially be harmful, such as scissors, letter openers, staplers, pushpins, pencils, sharpeners.
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.
5. District employees should not transport students. Only LASPD, local law enforcement, or designated Department of Mental Health clinicians, including Psychiatric Mobile Response Team (PMRT) staff, are authorized to transport an individual for a psychiatric evaluation (5150/5585) if the current circumstances meet the criteria.
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, as well as others.

C. Assess for Suicide Risk

1. The administrator/designee or designated Suicide Prevention Liaison(s) should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media, or previous iSTAR history).
2. The administrator/designee or the designated Suicide Prevention Liaison should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk. See Attachment B - Suicide Risk Assessment Tool.
3. Any consultations made by the assessing party should be in a confidential setting and not in the presence of the student of concern. Another designated staff member should supervise the student at all times
4. If the level of risk is determined to be moderate or high, contact LASPD or the PMRT. Both agencies are authorized to assess, determine if the current circumstances meet the criteria, and transport an individual for a psychiatric evaluation (5150/5585), if needed. It is not necessary to call both agencies for a response.
   - LASPD - (213) 625-6631
   - PMRT - (800) 854-7771

The privacy of all students should be protected at ALL times. Disclose confidential information only on a right to know and need to know basis

D. Communicate with Parent/Guardian

The Suicide Prevention Liaison or assessing party should contact the parent/guardian or consult the emergency card for an authorized third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for establishing safety in the home with "means restriction" (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, and razor blades).
2. If the student is transported to the hospital, communicate a plan for re-entry pursuant to (Attachment E) Student Re-Entry Guidelines. Complete and provide parent/guardian with Return to School Information for Parent/Guardian (Attachment H), 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.
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 communicate with outside mental health care providers regarding their child using Attachment F Parent/Guardian Authorization for Release/Exchange of Information.

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. Refer to Attachment C- Suicide Risk Assessment Levels, Warning Signs & Action Plan Options. There are circumstances that might increase a student's suicide risk. Examples may include suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or being identified as a student of a vulnerable population (see Section VI – Considerations for Supporting Vulnerable Student Populations). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

1. A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis. See Attachments D1-D4 for recommendations and templates for developing a student safety plan.
    a. Throughout the safety planning process, a collaborative problem solving approach should be used to assess and address any potential barriers the student may have with following through with 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 continuity of care and revised as needed.

6. Functional Annexes

2. See Attachment E-Student Re-entry Guidelines for a checklist of action items to consider and Attachment K-Student Re-Entry/Safety Planning Meeting sign-in sheet to document participation in any meetings regarding the student.
    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 (Attachment I- Medical Clearance for Return to School)
    b. If the student is absent or out of school due to a mental health evaluation/hospitalization, the school site administrator/designee should hold a re-entry meeting with key support staff, parents/guardians, and student upon their return 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 (Attachment R-Resource Guide).
    a. Connect student and family with social, school and community supports.
    b. Refer the student to the nearest SMH Clinic or District Wellness Center, a community resource provider, or their health care provider for mental/physical health services
4. Monitor and manage.
    a. The administrator/designee and/or Suicide Prevention Liaison(s) 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 Attachment G2-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. For information on how to

complete Attachment G2, refer to Attachment G1 – Directions on How to Complete the Summary of Relevant Student Information.

G. Responding to Student Suicide Actions

In case of a student suicide attempt, the health and safety of the student is paramount. The following are important steps to consider in these situations:

1. **In-School Suicide Attempt**

   In case of an in-school suicide attempt:

   a. Call 911, as appropriate.
   b. Render first aid until professional medical treatment and/or transportation can be received.
   c. Supervise the student to ensure their safety.
   d. Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately or as soon as practically possible.
   e. Clear the area by relocating nearby students and staff, as soon as practically possible.
   f. Inform the parent/guardian.
   g. Engage the Suicide Prevention Liaison(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.

2. **Out-of-School Suicide Attempt**

   In case of an out-of-school suicide attempt:

   a. If the student contacts a staff member and expresses suicidal ideation, the staff member should attempt to maintain contact with the student (either in person, online, or on the phone). Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately for support and guidance.
   b. Call 911, LASPD at (213) 625-6631, or local law enforcement to initiate a welfare check, as appropriate.
   c. Inform the parent/guardian.
   d. Engage the Suicide Prevention Liaison(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student.

H. 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. For information on completing iSTAR reports with the issue type *Suicidal Behavior*, see **Attachment J1 – Recommendations for RARD Completion**.
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 **Attachment J2 – Risk Assessment Referral Data (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.
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 continuity of care within the District, a safety plan with the news school's crisis team should be developed, as appropriate.

Procedures for Responding to Students who Self-Injure

Self-injury is the act of deliberately harming one's own body, through meanssuch as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of emotional problems that trigger by self-injury. Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

For definitions, protocol for responding to students who self-injure, as well as information about contagion and other considerations, see Attachment P – Intervention: Protocol for Responding to Students Who Self-Injure.

A. Signs and Symptoms 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 objects (e.g., razor blades, shards of glass, thumb tacks).
- Evidence of self-injury in (journals, drawings, social networking sites, etc).

B. Risk Factors of Self-Injury

Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:

- **Age**
  Most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.
- **Having friends who self-injure**
  People who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bond with their peers.

- **Psychosocial factors**
  Some people who injure themselves were neglected or abused or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.
- **Mental health issues**
  People who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- **Alcohol or drug abuse**
  People who harm themselves often do so while under the influence of alcohol or drugs.

C. Protocol for Responding Self-Injury Procedures

1. Respond immediately or as soon as practically possible.
2. Supervise the student.
3. Seek medical attention, as needed.
4. Conduct an administrative search of student for access to means, such as razor blades, shards of glass, or other sharp instruments.
5. Assess for suicide risk using the protocol outlined in Section V of BUL-2637.3.
6. Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible. Provide handout Attachment N- Self-Injury Awareness for Parents/Caregivers. For handouts in additional languages, visit http://suicideprevention.lausd.net.
7. Encourage appropriate coping and problem-solving skills; do not shame the student about self-injurious behaviors.
8. Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
9. Develop a safety plan with the student. See Attachment D1-D4.
10. Provide resources. See Attachment R-Resource Guide
11. Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.

D. 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:

1. Respond immediately or as soon as practically 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 2637.3.
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 influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.

E. 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. . The administrator/designee may decide to invite all parents/guardians from the school community, as the meeting would provide psycho-education, awareness, and tools for addressing self-injurious behaviors in youth. Limiting the invitations may inadvertently leave other parents/guardians feeling uninformed or concerned about their child. Arrangements should be made to supervise students and children during the parent/guardian meeting. See Attachment O – Sample Letter to Parent/Guardian RE: Self-Injury.
3. Consult and work with the Office of Communications (213) 241-6766 for dissemination of information regarding a parent/guardian meeting or other media matters, as needed.

Suspected Child Abuse or Neglect

Report the incident to the appropriate child protective services agency, following the District's *Child Abuse and Neglect Reporting Requirements*, BUL-1347, if child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that:

- contacting the parent/guardian may escalate the student's current level of risk;
- the parent/guardian is contacted and unwilling to respond; and/or
- the parent/guardian refuses treatment for the student of concern.

The report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.

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.

6. Functional Annexes

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 BUL-5799.0 Threat Assessment and Management (Student-to-Student, Student-to-Adult) and BUL-5798.0 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 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.

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 the District's *Child Abuse and Reporting Requirements* policy (BUL-1347.3). 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.
      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 moderate or 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 BUL-5577.1 Counseling and Educationally Related Intensive Counseling (ERICS) for Students with Disabilities).
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 National Suicide Prevention Lifeline (800)273-8255.

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 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

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.

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.

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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.

7.2 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.

7.3 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.

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.

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.

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

- 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.

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.

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.

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.

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 BUL-5798.0 Workplace Violence, Bullying and Threats (Adult-to-Adult) and BUL-5799.0 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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

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

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

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:

- 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

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.

- 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 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 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

- 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

Contacts

Maps

8. Appendices Maps

8. Appendices Maps

Primary Off-Site Assembly Location:

Primary Address: 3700 E Gage Ave, Bell Gardens, CA, 90201, USA

Primary Contact: Principal Primary Phone #: (323) 585-8873

Backup Off-Site Assembly Location:

Backup Address: 3825 Bell Ave, Bell Gardens, CA, 90201, USA

Backup Contact: Principal Backup Phone #: (323) 560-1323

8. Appendices

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

Forms

EMERGENCY HAZARD ASSESSMENT SUMMARY

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]

LOS ANGELES UNIFIED SCHOOL DISTRICT — OFFICE OF EMERGENCY SERVICES

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:			
☐	Male	☐	Intoxicated
☐	Female	☐	Speech Impediment
☐	Child	☐	Special Ethnic Characteristics
Age (Approx.)		Other	

C. Listen for any background noise. (Check appropriate spaces below, if applicable):					
☐	Music	☐	Babies or children	☐	Airplane
☐	Conversation	☐	Cars/trucks	Other	
☐	Typing	☐	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).

LOS ANGELES UNIFIED SCHOOL DISTRICT

OFFICE OF EMERGENCY SERVICES

INJURY REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

INJURED		
NAME	**TYPE OF INJURY**	**LOCATION OF PERSON**

LOS ANGELES UNIFIED SCHOOL DISTRICT OFFICE OF EMERGENCY SERVICES

MISSING PERSONS REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

MISSING PERSONS	
NAME	**LAST SEEN LOCATION**

STUDENT RELEASE LOG

NOTE: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School _____

Date _____

STUDENT'S NAME	RELEASE TIME	NAME OF PERSON RELEASED TO	ADULT SIGNATURE

[Note: Maintain the original in the emergency document file.]

LOS ANGELES UNIFIED SCHOOL DISTRICT — OFFICE OF EMERGENCY SERVICES

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	☐
Number of injuries	# of Students		# of Staff		None	☐
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	☐	Yes	☐	No	Landline Phone	Contact #		☐	Yes	☐ No
Water	☐	Yes	☐	No	Cellular Phone	Contact #		☐	Yes	☐ No
Natural Gas	☐	Yes	☐	No	Two-way Radio			☐	Yes	☐ No

Location of evacuated students	
List critical issues on site	
List other issues	
List assistance requested	

LOS ANGELES UNIFIED SCHOOL DISTRICT — OFFICE OF EMERGENCY SERVICES

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

- ☐ Fire
- ☐ Earthquake drill with evacuation
- ☐ Shelter in Place
- ☐ Drop/Cover/Hold on or Drop
- ☐ Lockdown

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 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?	☐ Yes	☐ No
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)	☐ Yes	☐ No

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 of their storage 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)	☐	Yes	☐	No
14. How were parents notified? (method)				
15. Did any parents participate in drill? If yes, about how many?	☐	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?
(Omit# d, e, & f for Drop/Cover/Hold or Drop)
(Omit # f for 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) ☐ Yes ☐ 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?	☐	☐	
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?	☐	☐	
Have all students and staff been accounted for?	☐	☐	
Has the area of contamination been cordoned off and secured?	☐	☐	
Has the area of contamination been affixed with conspicuous signs reading: “DO NOT ENTER”?	☐	☐	
Have the doors and windows to the area of contamination been closed and locked?	☐	☐	
Have fans and ventilators serving the area of contamination been turned off?	☐	☐	
Comments			

LOS ANGELES UNIFIED SCHOOL DISTRICT

OFFICE OF EMERGENCY SERVICES

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
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐Student ☐School Staff ☐LAUSD Employee ☐Visitor ☐Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
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		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	
		☐ Student ☐ School Staff ☐ LAUSD Employee ☐ Visitor ☐ Other	

8. Appendices

Assessment Checklists

Please check the online ISSP for completed assessment checklists. They are available in the Planning view as part of Step 2.

MAGNOLIA SCIENCE ACADEMY-SANTA ANA
2840 W 1st St, Santa Ana, CA 92703
Phone:(714) 479 0115
Fax:(714) 242 1449

Comprehensive School Safety Plan

Magnolia Science Academy Santa Ana

Varol Gurler, Principal
2840 W 1st St Santa Ana, CA 92703
(714) 557-7004
vgurler@magnoliapublicschools.org

A meeting for public input was held on October 4, 2018 at Magnolia Science Academy - Santa Ana

Reviewed by Law Enforcement on October 24, 2018

Plan adopted by School Site Council on October 16, 2018

Plan approved by Magnolia Public Schools Board

Committee members

Varol Gurler, Principal
Victor Lanier, Dean of Students
Maria Rowell, Dean of Academics
Cathy Gonzalez, Teacher
Stacy Lasater, Parent of attending student
Suzette Lopez, Parent of attending student
Erica Ramirez, Student

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.

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.

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.

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
- 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/lapd were:
         1. Theft/Larceny
         2. Assault
         3. Burglary
   b. Suspension/Expulsion data:
      i. Student information data was used to identify top suspendable/expellable offenses at our campus. A significant decrease in suspensions/expulsions were noted due to the implementation of Positive Behavior Support and Intervention model
      ii. Behavior referrals: Illuminate was used to identify and segregate all behavior referrals.
   c. School Improvement Plan
      i. Reviewed current years plan to identify any additional areas of improvement needed.
   d. Property Damage data
      i. Reviewed Coolsis behavior data to identify any property damage that has occurred.
   e. Attendance rates
      i. Student attendance rates were pulled from Coolsis.
      ii. Truancy data was pulled from Coolsis

2. The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety.
   a. Parent/Student Handbook
   b. School Safety Committee
   c. Discipline Committee
   d. Administration
   e. Local School Administration
   f. School Site Council
   g. Parent Task Force
   h. Student Leadership
   i. Local Law Enforcement Collaboration

Child Abuse Reporting Procedures

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

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

Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

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

Department of Child and Family Services
800-540-4000

2. Written Report

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

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

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Police 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

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS — Street / City / Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS — Street / City / Zip — DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE — TELEPHONE ( )

C. VICTIM (One report per victim)

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street / City / Zip	TELEPHONE ( )		
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street / City / Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street / City / Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street / City / Zip	TELEPHONE ( )		
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *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.

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.

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

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. Home office will also be informed using HOST email system. (Refer to HOST Attachment. In the event of the following scenarios, the Principal, or his/her designee will communicate with stakeholders using school's mass communication system.

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:

    Magnolia Science Academy - Santa Ana ; (714)479-0115
  - Building address, including nearest cross street(s):

    2840 W 1st St, Santa Ana, CA 92703
  - 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 fire-fighting equipment.
- Render first aid as necessary

- Check attendance. Remain with students.
- Render first aid as necessary.

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: Magnolia Science Academy - Santa Ana (714)479-0115
  - Building address, including nearest cross street(s): 2840 W 1st St, Santa Ana, CA 92703
  - Exact location within the building.
  - Your name and phone number. Isabel Perez
  - 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: Magnolia Science Academy
  - Building address, including nearest cross street(s):
    2840 W 1st St. Santa Ana, CA 92703
  - Your name and phone number: Victor Lanier - (714)479-0115
  - 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, trash cans, 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.

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.

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.

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.

Hostage Situation:

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

- Stay calm.
- 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.

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.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- Notify law enforcement immediately.
- Notify the School Principal, or his/her designee, or school office immediately.
- The School Principal, or his/her designee, should follow these guidelines:
- 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 lockdown, 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 lockdown situation. If P.A. system is not available, other means of communication, i.e., texting or email to staff. 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.

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. 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, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Progressive Positive Discipline

Positive Consequences

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:
Individual awards/recognition
Classroom awards/recognition
Certificates
Displays
Positive contact with parent/guardian
Special activities (field trips, movie nights, picnics, etc.)
Publications
Assemblies
Positive SIS Points

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

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

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

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 (Discretionary Suspension 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.
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.
24.. 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).
25. 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.

Mandatory Suspension Offenses

Students shall be suspended 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. 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 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. 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 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 (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.
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.
24.. 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).
25. 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. (as defined in 488900[n]). E.C. 488915(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 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.

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.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing

shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.
Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
The decision of the Administrative Panel shall be in the form of written findings of fact 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
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.

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 all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

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 Supervision

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.

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 an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD 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).

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 screen". On the daily attendance report, when a student is suspended, it will show in Illuminate. 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 Illuminate. *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). See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

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

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

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

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

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS Policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, 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.

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.

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."

<u>Internal Complaints:</u>

(Complaints by Employees Against Employees)

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

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

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;

- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;

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

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

Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)

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

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

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

- The Principal (or the CEO) (or designee) shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

HARASSMENT COMPLAINT FORM

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

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

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

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

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

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present:
_____
_____

Where did the incident(s) occur? _____

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

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

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

Date: _____ Signature of Complainant _____

Print Name _____

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

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

List any witnesses that were present:

_____

Where did the incident(s) occur? _____

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

_____
_____
_____
_____

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

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____ Date: _____

Staff/Student Interaction Policy

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

Corporal Punishment

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

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

Duty to Report Suspected Misconduct

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

Unacceptable Staff/Student Behaviors (Violations of this Policy):

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

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

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

Cautionary Staff/Student Behaviors:

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

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors:
- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;

- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority;
- Asking yourself if your actions are worth your job and career.

School–wide Dress Code Prohibiting Gang-related apparel

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

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 undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.
No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

Hair:

Extreme hairstyles, and hair colors that are not natural for the student, are not permitted. Modest

highlights in a shade similar to the student's natural hair color, done tastefully, are acceptable.
Colors such as red, blue, purple, green, white, etc. are not permitted.
Hair must be neat, clean, and well kept.
If the hair obstructs the student's sight, then the hair must be pinned or somehow fixed in place, so that it no longer obstructs the student's sight.
Excessive "gel" of any kind is not acceptable, and should not be visible.
Hair may be "spiked" with gel or any similar-acting substance but must be no longer than 1 inch.
Combs may not be left in hair.
No shaving the head bald with a razor. Hair must be at least 1/2 inch on the top and 1/4 inch on the sides and back.
No Mohawks or Fohawks
For male students, hair must not touch shoulder when down. If hair is longer than shoulder length, it must be tied back.

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

Belts (required for all variations of dress uniform):

Smooth, straight edge, all black, all blue or all brown belts no wider than 11/2 inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

TOP

White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hip 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 predetermined 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.

INSTRUCTIONS
Create a plan, using the below format to make the school safer and more effective. The plan will address two factors, The Social Climate and The Physical Environment to identify your schools strengths, areas of desired change and future plans.

Create a caring and connected school climate-How do you make Students and Staff believe that the school is a caring community?

A. Involve parents:
   Goals:
   1. Continue Home Visit program, including an increased stipend for teacher home visits
   2. Continue monthly Parent Force Meetings
   3. Continue parent volunteer opportunities for parents
   4. Continue Open House Nights
   5. Continue Back to School Nights
   6. Continue Parent-Teacher Conferences
B. Recognize and build on the cultural richness of your school community
   Goals:
   1. Dean of Students will lead participation of school community within our local community through programs and events like the Compton Homeless Count Initiative, Saturday Parenting Classes, hiring of former students to after-school program, etc.
   2. Allow student stakeholders to participate in developing Student Learning Outcomes
C. Provide training so staff can meet the unique needs of the student body
   Goals:
   1. Implement monthly staff-wide professional development on socio-emotional development
   2. Set high academic and behavior goals
      a. Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)

b. Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (Expanding upon these practices in the 2016-17 school year)

3. Improve curriculum and teaching practices
4. Include health and resiliency curriculum
    a. During the 2016-2017 school year, MSA-SA will continue to offer a weekly Life Skills class to all students. The MSA-SA leadership team is currently studying the possibility of modifying our current Morning Advisory to incorporate and implement elements of our Life Skills curriculum for more intensive mentoring
5. Address multiple learning styles

D. Promote caring, supportive relationships with students

Goals:

1. Support the Socio-Emotional Learning of all students.
2. During the 2016-2017 school year, MSA-SA will continue to offer a weekly Life Skills class to all students. The MSA-SA leadership team is currently studying the possibility of modifying our current Morning Advisory to incorporate and implement elements of our Life Skills curriculum for more intensive mentoring
3. Continue piloting the EDGE (executive functions) coaching program in which selected students meet weekly with extensively trained staff members to be coached in setting and achieving goals
4. Continue community outreach with can drives to homeless and/or low-income families at the beginning of long breaks
5. Continue developing and strengthening our Student Government
6. Continue employing an part time on-site Edge Coach
7. Services for Special Populations: Building increasingly robust programs to effectively support all students, especially English Language Learners, students with IEPs and our most advanced students
8. Teachers will provide CCSS aligned instruction using SDAIE strategies. (2016-17 school year)
9. The leadership team will place students into appropriate intervention groups and teachers provide targeted ELA & Math support and interventions. (September 2016)
10. Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)
11. Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)
12. Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)
13. Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)
14. Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)
15. Pilot the use of online courses that allow students to work at their own pace and potentially earn high school credit through the FuelEd in selected classes in the Spring 2016 semester

with an eye to implementing blended learning throughout the school day and after school academic enrichment program in the 2016-2017 school year

16. Provide opportunities for student to have meaningful participation in school and community service

E. Emphasize critical thinking and respect
F. Communicate clear discipline standards
G. Communicate procedures to report and deal with threats
H. Empower students to take responsibility for safety
I. Train staff on bullying prevention and tolerance
J. Provide training for student and staff on dangers of drugs and alcohol
K. Plans encouraged to include guidelines for roles and responsibilities of mental health/intervention professionals, school counselors, and law enforcement, if school uses these people. EC 32281.1 effective January 1, 2104
L. Include strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. Address mental health care of pupils who have witnessed a violent act at any time, related to school activity. Addendum to EC 32281.1 effective January 1, 2015
M. Collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a plan to address the threat of sexual abuse and sex trafficking. EC 49380 effective January 1, 2015

The Physical Environment-Place (Component 2):
Create a physical environment that communicates respect for learning and for individuals and safety in the following ways:

A. MSA-SA maintains a clean environment through utilizing LAUSD custodial staff in the general areas (hallways/ restrooms and other common areas), and the teachers and students also are encouraged to maintain classrooms that are clean, orderly settings that contribute to the learning environment.
B. MSA-SA involves itself in the community by participating in numerous community events throughout the school year (Thanksgiving and Christmas can drives, Homeless Count Initiative, Black College Expo, University and College campus visits, etc).
C. Share information about student crime and truancy with law enforcement
D. Make your campus secure from outside criminal activity
E. Limit loitering
F. Dedicated supervision staff, admin, and teachers all support with supervision before, during, and after school
G. Utilize shared cafeteria and quad area for general times
H. Maintain clean and safe restrooms
I. Provide adequate lighting in all areas
J. Provide student with current textbooks and materials
K. Maintain a variety of sports facilities and equipment
L. Generate a set of reading books in each classroom
M. Communicate procedures for security including NIMS Plan
N. Deal with vandalism before students return to school
O. Inventory, Identify and store valuable property
P. Provide training for security personnel and staff

Q. Engage students and the community in campus beautification projects
R. Promote school and neighborhood watch programs

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 Illuminate.
- 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 Illuminate.
- 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 Illuminate.
- 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.

Illuminate 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 Illuminate.

4. Homework/Assignments: Our teachers upload and document all homework assignments on Illuminate. 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. Behavior Points Tracker 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 Illuminate. The behavior points tracker 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: Illuminate does not allow for communication directly to parents. The school will utilize school-wide communication system, along with email and phone to communicate with parents.

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

Illuminate Behavior Points
[For Middle & High School Only: Student behavior will be recorded on Illuminate 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"

Minor/Major Behavior Entries:
-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 Illuminate 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 Illuminate, the MPS administration will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the School Discipline Committee.

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

Behavior	Level 1	Level 2	Level 3
		◆ Frequent repeat of level 1 behavior	◆ Frequent repeat of level 1 or 2 behavior
Verbal Misuse	o Hurtful words (stupid/shut up) o Divisiveness (clique/gossip) o Excessive talking at inappropriate time o Isolated incident of inappropriate language o Excessive inappropriate noises o Excessive tattling	o Disrespectful of adults o Arguing with adults o Crying and yelling	o Vulgar language o Ethnic, religious or hateful slurs
Physical/ Contact	o Impulsive touching o Playful contact o Irritating others o Aggressive play in context of recess games	o Pushing with intent o Hitting o Kicking o Pinching o Throwing objects randomly o Spitting (random) o Misuse of property	o Violent outburst o Fighting o Throwing object with intent to injure o Spitting at a person o Biting o Self-inflicting wound
Defiance	o Rolling eyes o Situational refusal to follow directions o Posturing with body in an act of defiance	o Refusing to follow directions on a regular basis o Passive-aggressive behavior	o Refusing to leave/ enter a room, move to a different seat o Walking/running out of the classroom or away from adult supervision
Gestures	o Poor manners	o Giving the finger in isolated incident	o Graffiti/vandalism o Opening/touching own private o Touching another student inappropriately o Gestures involving any sexual behavior
Impulsiveness	o Off task o Shouting out in class o Disruptive o Out of seat o Noise making	o Outbursts o Lack of personal boundaries	o Violent outbursts/ tantrums o Explosive behavior o Running from designated area
Harassment	o Teasing o Repeating 3rd party information o Passive participation in hurtful acts/words against others	o Bullying o Hurtful acts/words against others	o Sexual harassment o Cyber bullying/harassment

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

Bringing / Using Electronic Devices:
CD Players, IPOD, MP3 players, phones, PDA, PSP, Laptops, Electronic Games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic 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 a 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 for 2018-2019:

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.

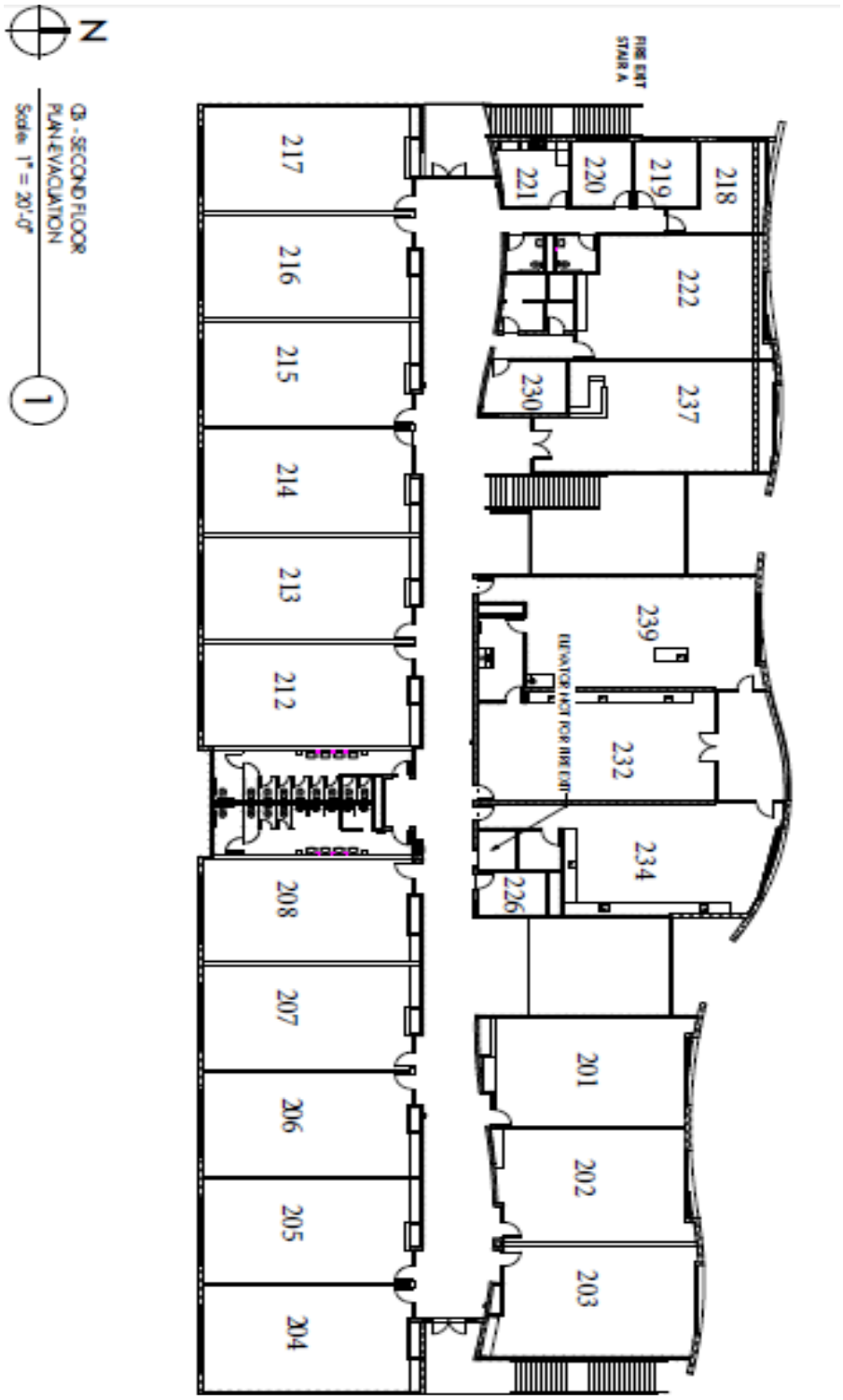
Component 1 - School Climate
• Goal(s): All employees will uphold and implement all stated policy and procedures as noted in the school wide safety plan.

- Objective: 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
  - Timeline for implementation: August 2018
  - Budget: Refer to schools annual budget
  - Evaluation guidelines: Surveys, Feedback from stakeholders

MSA-SA School Map



MSA-SA Emergency Evacuation Routes

N
C3 - FIRST FLOOR-EVACUATION
Scale: 1" = 20'-0"
1
EXISTING FROM SECOND FLOOR STAIR A
122
121
120
119
118
117
126
123
124
125
130
134
135
136
137
138
139
140
141
147
113
112
111
110
109
103
107

Magnolia Science Academy - Santa Ana **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____
TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____
PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____
STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____
SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

MAGNOLIA PUBLIC SCHOOLS
EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information

☐ 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

Magnolia Science Academy – Santa Ana Drill Schedule 2018-2019

Month	Date	Time	Drill
September	9/12	9:15	Fire
October	10/18	10:20	Earthquake
November	11/15	10:25	Lockdown
December	12/4	9:10	Fire
January	1/24	1:33	Earthquake
February	2/21	11:00	Fire
March	3/13	9:10	Lockdown
April	4/24	9:45	Earthquake
May	5/15	11:00	Fire
June	6/4	2:01	Lockdown

charterSAFE

Liability Incident Call-In Report

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

Charter School: _____ Location / Site: _____

School Administrator's name: _____Title:_____

Address where incident occurred: _____

_____

Type of Incident:

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

Name of person(s) filing complaint: _____

Date of incident: _____ Time: _____ AM_____ PM_____

Legal complaint or attorney letter received? _____Yes _____No (if yes, please fax a copy with this report)

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

_____

Staff member responsible at the time of this incident: _____

Contact Information: Phone: _____ Email Address: _____

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

Contact Information: Phone: _____ Email Address: _____

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

_____

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

_____Trip/slip/fall _____Employment dispute
_____Allegation of neglect/unsafe conditions _____Wrongful termination complaint
_____Allegation of discrimination or abuse _____Special education complaint

(Please describe in detail):_____

_____

_____

_____

Check any of the following possible causes which may apply:

_____Failure to follow proper policy _____Retaliation

____Inattention ____Act of other
____Carelessness ____Alcohol/drug use
____Unreasonable demands ____Unsafe act

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

_____

_____

Comments: _____

_____

_____

WITNESS INFORMATION (use separate sheet for additional witnesses)

Name: _____ Name: _____

Address: _____ Address: _____

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

Phone: _____ Phone: _____

Email: _____ Email: _____

Please call in to hotline to report as a claim.

(877) 263-9904

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

HOST Crisis Help

Home Office Support Team

Always call 911 first when a life-threatening emergency is in place! You can call the Suat Acar, Chief Operations Officer anytime by skipping the below process to get direct guidance.

In case you cannot reach the Chief Operations Officer you may call our CEO Mr. Rubalcava or Assistant Director of Student Services Dr. Brenda Lopez for immediate assistance.

1- The principal or the dean (Admin) is informed about an emergency or a crisis situation
2- If possible, the admin investigates and provides an incident report to the host@magnolia email. In case of urgency the admin or designee sends an email to host@magnolia immediately then provides the incident report later.
3- Suat Acar directs the conversation to the related, appropriate home office staff for further follow-up. Either Suat or related home office staff start a text message conversation for quick, instant communication
4- Case follow up report to be provided to host@magnolia by the related home office staff and the school admin.
5- If the case investigation, follow up needs further time the related home office staff will follow up with the admin.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

Phone Number: 1 (669) 224-3412
Access Code: 921-759-077

Magnolia Science Academy-SD

Safety Plan

2018-2019

Comprehensive School Safety Plan
Magnolia Science Academy San Diego

Gokan Serce, Principal
6525 Estrella Avenue
San Diego, CA 92120
(619) 644-1300
gserce@magnoliapublicschools.org

A meeting for public input was held on October 29, 2018
at Magnolia Science Academy San Diego

Plan Adopted by School Site Council October 29, 2018

Reviewed by Law Enforcement October 29, 2018

Plan approved by Magnolia Public Schools Board _____

School Safety Committee members:

Gokan Serce, Principal
Neil Egasani, Dean of Students
Halil Akdeniz, Dean of Culture
Nellie Tate, Dean of Academics
Janell Abraham, 6th Grade Teacher
Steve Prendergast, 7th Grade Teacher
Megan Craig, 8th Grade Teacher

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.

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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 – Safety Roles

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 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).

1) Instructional staff is responsible for the following:
   a) Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency.
   b) Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation.
   c) Update the contents of classroom emergency kit and keep it in a safe, accessible location.
   d) Participate fully in fire, earthquake and evacuation drills.
   e) Have planned activities for students for use during periods of confinement during an emergency situation.

2) The Principal or his/her designee is responsible for the following:
   a) Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal
   b) functions of employees.
   c) Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities.
   d) 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.
   e) 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.
   f) Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges.
   g) Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance.

h) Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students.

i) Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment.

j) 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 #
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 (Current staff members will participate in CPR training)

Outside Emergency Telephone Number List:

San Diego Police Department	911 / 619-531-2000
Ambulance	911
Fire Department / Station 31	911 / 619-533-4300
San Diego Sheriff Department	911 / 619-585-7232
Poison Control Center	1-800-222-1222
Hazardous Materials	911

HOST Crisis Help

Home Office Support Team

Always call 911 first when a life-threatening emergency is in place! You can call the Suat Acar, Chief Operations Officer anytime by skipping the below process to get direct guidance. In case you cannot reach the Chief Operations Officer you may call our CEO Mr. Rubalcava or Assistant Director of Student Services Dr. Brenda Lopez for immediate assistance.

1- The principal or the dean (Admin) is informed about an emergency or a crisis situation
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5- If the case investigation, follow up needs further time the related home office staff will follow up with the admin.

Possible emergency cases, crisis situations:

* Lock downs (Active shooters or etc.)
* Natural Catastrophes, major tragic events that took place on or around the school grounds that may affect the school's schedule or programs

Additionally, the following number is used as the crisis group call in line as necessary

Phone Number: 1 (669) 224-3412
Access Code: 921-759-077

II. General Policies and Procedures for Handling Safety and Specific Emergency Situations (Disaster Response Procedures)

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:

- 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 with minimal confusion in the shortest time possible
- 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 Principal, or his/her designee. *Home office will be informed using HOST email system (Refer to HOST Attachment). In the event of the following scenarios, principal or designee will communicate with stakeholders using school's mass communication system.*

1. **Fire:** In the case of a school fire, the following procedures should be implemented:
    a. Sound building fire alarm: PA system in front office.
    b. 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:
        i. School name and phone number
        ii. Building address, including nearest cross street(s)
        iii. Exact location of the fire within the building
    c. Have students and staff evacuate the building in accordance with established procedures.
    d. Evacuate to outdoor assembly area.
    e. 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.
    f. Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from firefighting equipment.
    g. Render first aid as necessary.
    h. Check attendance. Remain with students.

2. **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.
    a. Medical emergencies involving any student or employee must be reported to the principal, or his/her designee.
    b. Dial 911 or direct someone to do so.
    c. Provide the following information:
        i. School name and phone number.
        ii. Building address, including nearest cross street(s).
        iii. Exact location within the building.
        iv. Your name and phone number.
        v. Nature of the emergency.
        vi. Do not hang up until advised to do so by dispatcher.
    d. Notify the school office that an individual has been injured and an ambulance has been called.
    e. Ask someone to dispatch a first aid/CPR trained employee to the victim.
    f. Stay calm. Keep victim warm with a coat or blanket.
    g. Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
    h. Draft written incident report and submit it to Principal, or his/her designee, before the end of the next workday.

3. **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:

    a. 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.
    b. After shaking stops, check for injuries, and render first aid.
    c. If ordered by principal or his/her designee, evacuate.
    d. Do not return to building.
    e. Do not light any fires.
    f. Keep a safe distance from any downed power lines.
    g. Check attendance whether or not evacuation takes place. Report any missing students to principal, or his/her designee.
    h. Stay alert for aftershocks.
    i. Beware that shaking may activate fire alarm or sprinkler systems.
    j. Elevators and stairways will need to be inspected for damage before they can be used.
    k. School principal, or his/her designee, will issue further instructions.

4. **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.
    a. If a serious assault occurs:
    b. Dial 911.
    c. Seek first aid or medical attention, if indicated.
    d. Have photographs taken of any injuries.
    e. 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.
    f. Obtain names and telephone numbers of any witnesses.
    g. Draft incident report and submit it to the school principal, or his/her designee.
    h. School principal or his /her designee will submit incident report to the local law enforcement if incident is serious.

5. **Hazardous Materials:** Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of a large scale disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:
    a. If a spill is minor and inside, notify buildings and grounds personnel immediately for clean-up. Open windows for ventilation.
    b. If a more serious spill occurs inside or outside:
        i. Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
        ii. Provide the following: Name of school, building address, including nearest cross street(s).
        iii. Your name and phone number.
        iv. Location of the spill and/or materials released.
        v. Characteristics of spill (colors, smells, visible gases).
        vi. Name of substance, if known.
        vii. Injuries if any.
    c. Notify buildings and grounds personnel.
    d. Close all windows and doors if the spill is outside.
    e. Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
    f. Remain inside building unless ordered to evacuate by the Fire Department.
    g. Fire Department will advise of further actions to be taken.
    h. Do not eat or drink anything or apply cosmetics.
    i. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
    j. The school principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

6. 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:

a. Notify local Law Enforcement Authority-Dial 911.
b. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school principal, or his/her designee.
c. Do not argue with participant(s).
d. Have all students and employees leave the immediate area of disturbance.
e. 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.
f. If the disturbance is inside the building, follow procedures for evacuation of the school site.
g. Follow further instructions as police officials and other local law enforcement authorities issue them.
h. Draft incident report for school principal, or his/her designee.

7. Vandalism:

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

a. Notify school principal, or his/her designee.
b. Notify building and ground maintenance personnel.
c. 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.
d. If possible, identify the parties involved.
e. Interview witnesses and obtain written statements.
f. Document the incident as soon as possible and give the incident report, with any witness statements, to the school principal or his/her designee.
g. Notify parents or legal guardian.
h. Determine what disciplinary measures are appropriate (in-house or police involvement).
i. Determine any monetary restitution issues and amounts.

8. Utility or Power Failure:

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

a. Staff and students should remain in classroom until further instruction.
b. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
c. Staff and students outside of a classroom at the time of the incident should report to main office.
d. Building and grounds personnel report to utility company if necessary.
e. 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.

9. Bomb Threat:

a. Person receiving call should:
    i. Listen - Do not interrupt caller.
    ii. If possible, alert other staff by a pre-arranged signal while the caller is on the line.
    iii. 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.
    iv. Attempt to ask questions and elicit the information required to determine the severity of the threat.
    v. Notify school principal, or his/her designee, immediately.
b. The school principal, or his/her designee will:
    i. Notify Police Department – Dial 911.
    ii. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
        1. Classrooms and work areas.
        2. Public areas - foyers, office bathrooms and stairwells.
        3. Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
        4. Power sources -- electric panels, telephone panels, computer rooms, etc.
c. 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.
d. 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.
e. An incident report should be drafted before the end of the workweek.

10. Explosion:

a. If an explosion occurs at the school, the following procedures should be used:
    i. Give DROP AND COVER command.
    ii. Sound building fire alarm. This will automatically implement action to leave the building.
    iii. Notify Fire Department – Dial 911.
    iv. Provide the following information:
        1. School name
        2. Building address, including nearest cross street(s)
        3. Exact location within the building
        4. Your name and phone number
b. Evacuate to outdoor assembly area.
c. Check attendance. Remain with students.
d. Render first aid as necessary.
e. Notify grounds and building personnel.
f. Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
g. 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.
h. Draft incident report by the end of the week.

11. Fighting or Riot:

a. School staff should follow these guidelines when a fight occurs:
    i. Send a reliable student to the office to summon assistance.
    ii. Speak loudly and let everyone know that the behavior should stop immediately.
    iii. Obtain help from other teachers if at all possible.
    iv. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
    v. Call out the names of the involved students (if known) and let them know they have been identified.
    vi. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
    vii. 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.
    viii. 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.
b. Staff should follow these guidelines when a riot occurs:
    i. 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.
    ii. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
    iii. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
        1. Activate needed emergency plans
        2. Instructing office staff to handle communications and initiate lockdown orders.
        3. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
        4. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
        5. Direct a teacher or designee to initiate lockdown and immobilize the campus.
        6. Brief a representative to meet the media.
        7. Assign staff to a pre-designated medical treatment/triage facility.

12. Hostage Situation:

a. In case there is a hostage situation at the school, staff should attempt to follow these guidelines:
   i. Stay calm.
   ii. Don't be a hero.
   iii. Follow instructions of captor.
   iv. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
   v. Inform captors of medical or other needs.
   vi. Be prepared to wait; elapsed time is a good sign.
   vii. Don't try to escape; don't try to resolve situation by force.
   viii. Be observant and remember everything that is seen or heard.
   ix. If a rescue takes place, lie on the floor and await instructions from rescuers.

b. The school principal, or his/her designee, should be responsible for the following:
   i. Immediately notify law enforcement.
   ii. Move other students and teachers completely away from those who are in the hostage situation.
   iii. Keep everyone as calm as possible.
   iv. Be prepared to answer questions from media or family.

13. 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:

a. 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.
b. 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.
c. 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.
d. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
e. 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.
f. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

14. Intruder or Individual with Deadly Weapon:

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

a. Avoid confronting the student or gunman.
b. Notify the school principal, or his/her designee, or school office immediately.
c. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
d. The school principal, or his/her designee, should follow these guidelines:
    i. **Notify law enforcement immediately.**
    ii. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
    iii. Determine the level of threat. If the level of threat is high, call for additional backup.
    iv. Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
    v. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

15. 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**.

a. The Principal or Admin designee will make an announcement over the P.A. system that the school is going into a Lock Down situation.
    i. **"Code RED. Prepare immediately for a lockdown. Prepare immediately for lockdown.""Code RED. We have a lockdown situation. Begin lockdown procedures now."**
    ii. If the P.A. system is not available, other means of communication will be used, i.e., texting or email to staff. The Principal or Admin designee should remain calm and under control and give clear directions.
b. 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 to nearby classrooms or school building.
c. Teachers and students will remain in the classroom or secured area until further instructions are given by the school principal/admin designee or law enforcement.
d. Teachers and students will remain in the classroom or secured area until further instructions are given by the school principal/admin designee or law enforcement.
e. 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.

16. Evacuation

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

a. The principal or his /her designee should:
   i. Notify the school district office, county official or designee.
   ii. Notify local law enforcement authorities.
   iii. Notify school transportation support.
   iv. Note the special needs of students or staff.
   v. Direct clerical staff to take **school's master enrollment list.**
   vi. Direct school nurse or designee to prepare emergency medications to be transported. Direct all personnel to leave the building and secure the building.
   vii. Notify students' parents or legal guardians as situation permits.
   viii. Plan to evacuate his/her class and ride the bus or walk as situation dictates.
   ix. Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
   x. Notify principal, or his/her designee, of any special needs of students and their requirements.

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

17. 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.

18. 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.

19. Annual Inspections

a. 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:
    i. Classroom
    ii. Corridors
    iii. Cafeteria/Auditorium (use for all assembly areas)
    iv. Kitchen (Not in use)
    v. Office
    vi. Teacher's Workroom and Employee Lounge
    vii. Toilet
    viii. Custodial
    ix. Boiler Room
    x. Storage Room (also use for File Rooms)
    xi. Yard (or Grounds)
b. 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.
c. 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.

20. 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.

21. 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.

22. 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.

23. 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.

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

A. If staff member suspects that a student is in the possession of a controlled substance, he or she should:
    1. Identify the parties involved.
    2. Notify the Principal or his/her designee immediately.
    3. Follow-up with a written incident report, including any witness statements.
B. The 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 Ingress and Egress

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

A. 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.

B. Ensure that the following is completed:
   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)

C. 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. If you fail to do so, you will be considered a trespasser, and school security will be called.")
   2. If this fails:
      a. Notify the office of the situation.
      b. 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:
      a. PA announcement using pre-determined code phrase.
      b. Classroom doors should be closed.
      c. Students should remain in current areas.

VI. Notifying Teachers of Dangerous Pupils

A. The 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.

B. 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

A. Harassment and Discrimination are prohibited. They include the following:
   1. Verbal Threats
   2. Threatening Behavior
   3. Hazing
   4. Intimidation
   5. Gang Behavior
   6. Fights

B. 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 principal, or his/her designee, as soon as possible.

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

VIII. Disciplinary, Suspension & Expulsion Policy

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: Criterions

Appendix H: Emergency Role Descriptions

Appendix I: Emergency Exit Map

Appendix A

Staff Emergency Roles

Staff Emergency Roles

ROLE	1st SHIFT	2nd SHIFT
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	Stacey Coulter	Rosie Beck
Evacuation Area	Janelle Abraham	Rosie Beck
Request Area	Stacey Coulter	Rosie Beck
Release Gate	Stacey Coulter	Rosie Beck
Planning Chief	Deniz Kocoglu	Mike Mains
Documentation	Brooke Laird	Mike Mains
Situation Analysis	Mike Mains	Kristin Bartholomew
Logistics Chief	Latif Arslan	Megan Craig
Supplies, Facilities & Staffing	Carla White	Jibrhan Perez
Finance & Administration Chief	Jibrhan Perez	Brooke Laird

Appendix B

Harassment Policy

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 (TitleVI); or mental or physical disability (Section504), contact MPS." (Magnolia Public Schools Student/Parent Handbook 2015-2016, p.5)

Appendix C

Suspension & Expulsion Policies and Procedures

es

I. DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

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

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the afterschool tutoring/activities. Refer to Student Uniform Policy on later pages.

A. EXPECTED STUDENT BEHAVIOR

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

Breakfast/Lunch Time:

Students must:

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

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

Students must:

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

Field Trips:

Students must:

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

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

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.

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

Emergency Drills:

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

Classroom:
Students must:

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

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

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

B. SIS (STUDENT INFORMATION SYSTEM) 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.

Note: The following tables are for sample purposes only. Each individual MPS school may include amendments into the SIS behavior points, rewards, and consequences addressing local needs.

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 entries	Contact parent/guardian
10 entries	Loss of privileges
15 entries	Parent/guardian conference / Red slip*
20 entries	Behavior plan and lunch reflection
25 entries	Shadowed by parent/guardian for a day and one hour after school reflection
30 entries	Student improvement team
35-49 Entries	Pending Reflection Committee outcome
50 entries	Reflective hearing with Reflection Committee, parent/guardian and student

**Students may 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 SIS entries, 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.

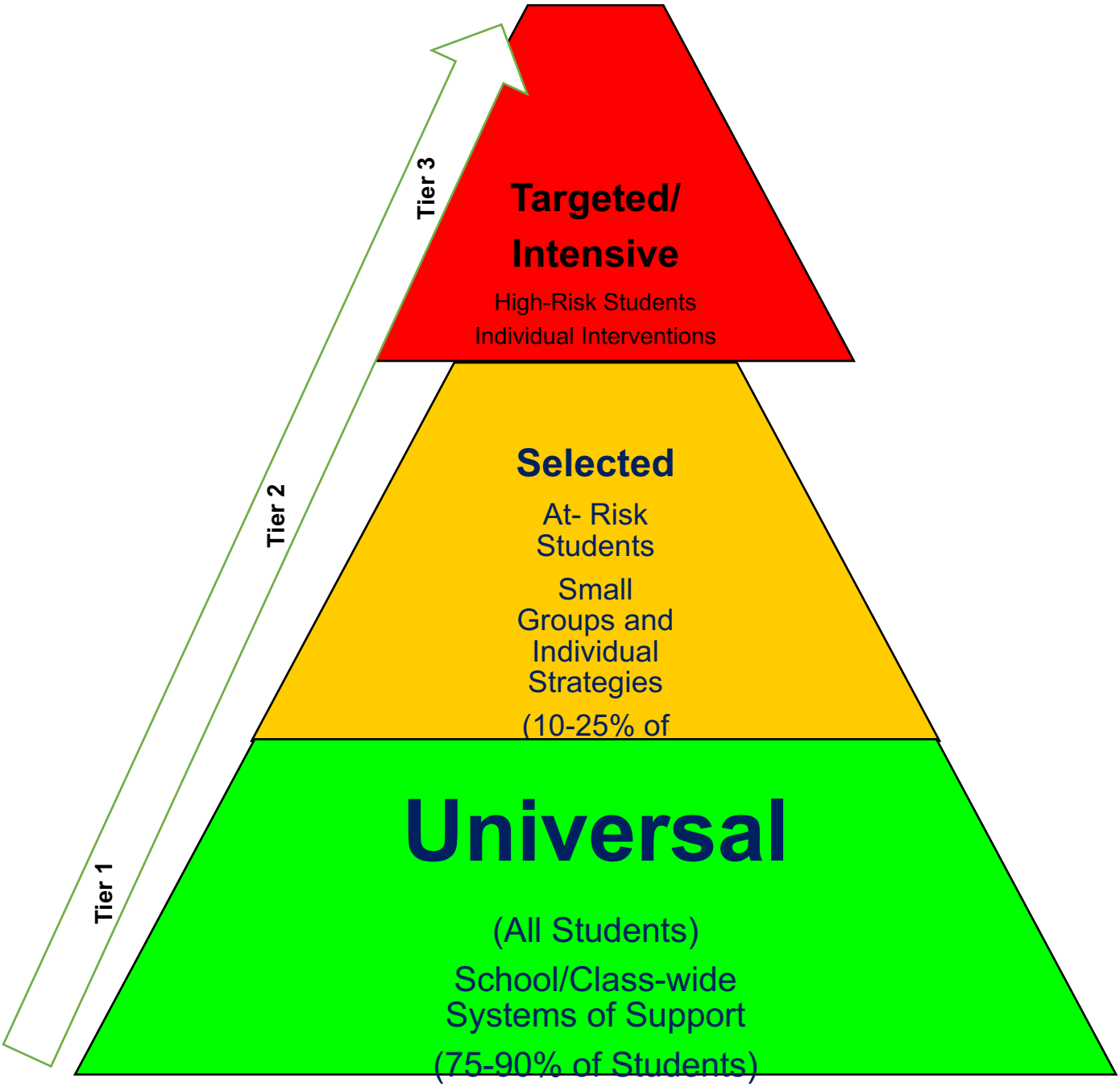
C. UNACCEPTABLE TYPES OF BEHAVIOR AND CONSEQUENCES

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.

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 maycontribute 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.

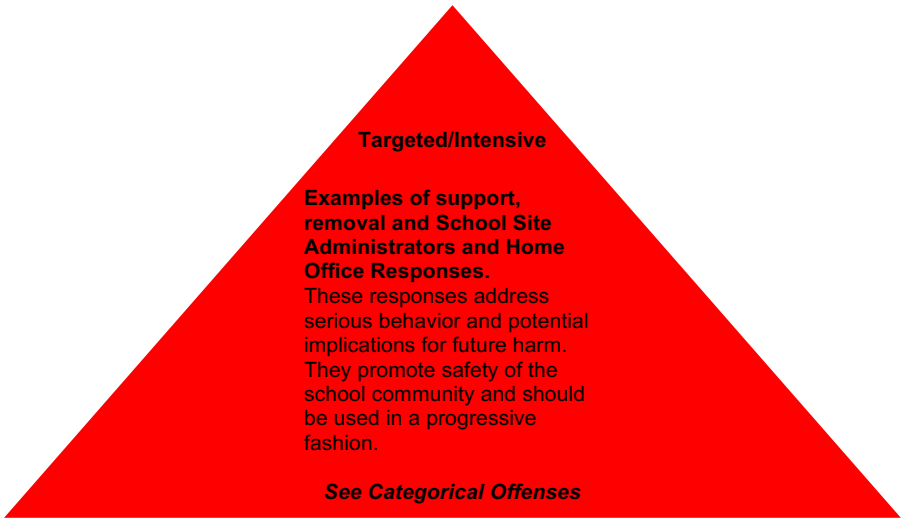
Level 1 Infractions	Interventions
▪ Invading personal space ▪ Antagonizing others ▪ Violation of school/class rules ▪ Horseplaying ▪ Violating off-limits/restricted area ▪ Habitually tardy and/or not being in assigned location ▪ Disrupting the learning environment/Off task ▪ Littering ▪ Not having proper 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 rules/personnel	✓ 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

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 Infractions	Interventions
▪ 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 ▪ 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	✓ 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



Level 3 Infractions	Interventions
▪ 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 ▪ 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	✓ 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

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures, below)

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 RTI table above 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. <u>This includes the use of social media for wrongful purposes.</u>

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, accessories, hair style, 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, below, 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

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, SSPT, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

Discretionary Suspension 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 minor harm.
2. Willfully used force of violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, sold or otherwise furnished nominal 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, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
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 resulting in negligible loss.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove

cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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, 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 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.
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 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 schoolsite, 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.

24. 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)(a)-(b).

25. 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.

Mandatory Suspension Offenses

Students shall be suspended 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. 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.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

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.

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.

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 following a hearing before it. 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. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MPS' disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

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

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

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

3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

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 alterative educational setting.

3. Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Appendix D

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) - Serious injury
- Weapons - Drugs/ Alcohol
- Or any other scenario that is out of the norm and is safety related.

Incident details:

_____

_____

_____

Actions taken:

_____

_____

_____

_____

Additional remarks/comments:

_____

_____

_____

_____

Your signature: _____ **Date:** _____

_____

Appendix E

Student/Parent Handbook

Magnolia Public Schools

Student/Parent Handbook

2018-19

Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Tel: (213) 628-3634
Fax: (714) 362-9588

www.magnoliapublicschools.org

Dear Parents and Students,

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

MPS is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. Become an active participant in your education. Get involved through classes, clubs, and activities. MPS is aware of the fact that a school environment is viable only with clearly defined and implemented rules. MPS compiled this student-parent handbook (pending board approval), which addresses the school's regulations and policies to set a standard for our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your parent/guardian, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,
MPS Administration

Magnolia Public Schools

The Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission

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

Core Values

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

- *Excellence*
- *Innovation*
- *Connection*

Locations

Magnolia Science Academy-1	*18238 Sherman Way, Reseda, CA 91335*	*(818) 609-0507*
Magnolia Science Academy-2	*17125 Victory Blvd., Van Nuys, CA 91406*	*(818) 758-0300*
Magnolia Science Academy-3	*1254 East Helmick St., Carson, CA 90746*	*(310) 637-3806*
Magnolia Science Academy-4	*11330 W Graham Place, Los Angeles, CA 90064*	*(310) 473-2464*
Magnolia Science Academy-5	*18230 Kittridge St., Reseda, CA 91335*	*(818) 705-5676*
Magnolia Science Academy-6	*3754 Dunn Dr., Los Angeles, CA 90034*	*(310) 842-8555*
Magnolia Science Academy-7	*18355 Roscoe Blvd., Northridge, CA 91325*	*(818) 221-5328*
Magnolia Science Academy-8 (Bell)	*6411 Orchard Ave, Bell, CA 90201*	*(323) 826-3925*
Magnolia Science Academy-San Diego	*6525 Estrella Ave., San Diego, CA 92120*	*(619) 644-1300*
Magnolia Science Academy-Santa Ana	*2840 W 1st St., Santa Ana, CA 92703*	*(714) 479-0115*

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EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT

In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants and students regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, immigration status or citizenship, 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, immigration status or citizenship, religion, religious affiliation, 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 TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY in this Handbook.

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

MPS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact MPS.

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These rights are:

1. The right to inspect and review the student's education records within 5 days after the day MPS receives a request for access. Parents or eligible students should submit to the MPS principal or designee a written request that identifies the records they wish to inspect. The MPS official will make arrangements for access and notify the

parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA

   Parents or eligible students who wish to ask MPS to amend a record should write the MPS principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MPS decides not to amend the record as requested by the parent or eligible student, MPS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. See 'Pupil Records Challenges' section, below, for MPS' policy and procedures regarding this hearing.

3. The right to provide written consent before MPS discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to MPS officials with legitimate educational interests. An MPS official is a person employed by MPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the MPS board. An MPS official also may include a volunteer or contractor outside of MPS who performs an institutional service of function for which MPS would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting MPS School official in performing his or her tasks. An MPS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, MPS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to MPS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires MPS to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. MPS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the

disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

Directory Information

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. MPS has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want MPS to disclose directory information from your child's education records without your prior written consent, you must notify MPS in writing at the time of enrollment or re-enrollment. Please notify the MPS Principal of your child's school at the contact number on Page 3.

A complete copy of the MPS policy is available upon request in each MPS school's main office.

RIGHTS AND RESPONSIBILITIES

Effective Communication:

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

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

1st: Parents should encourage their child to talk with the teacher.

2nd: Parents can encourage their child to talk with an administrator.

3rd: If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

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

If parent feels there is a concern they should:

1st: Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.

2nd: If the problem persists after a reasonable time, talk with the teacher again.

3rd: If the problem is still not resolved, make an appointment with the related administrator.

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

If after meeting with the Principal, you still have concerns, please refer to the Complaint policies contained in this Handbook and available in the MPS office.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner. Please see the "Conditions for Classroom and School Visitation, Shadowing, and Removal Policy" under the section titled "Visitors" in this Handbook.

Students' Rights and Responsibilities:

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

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

Parents' Rights and Responsibilities:

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

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in SIS.
- To have administrative support for discipline in and outside the classroom.
- To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

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

POLICIES AND PROCEDURES

As a student at MPS, you are required to abide by and respect all rules and regulations in the handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning.

II. ACADEMIC POLICIES

A. GENERAL GUIDELINES

CAASPP Opt Out:

MPS shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Child Find and Section 504:

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special education and instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

MPS also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of MPS. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodations by MPS. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of MPS' Section 504 Policies and Procedures is available upon request in each MPS school's main office.

Math Placement:

MPS has adopted a math placement policy to establish a fair, objective, and transparent protocol for placement in mathematics courses in order to ensure the success of every student. Please see the main office of your MPS school for the math placement policy.

Grading:

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At MPS course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on performance and practice assessments, as can be seen in the following table.

Aligned with the grading guidelines, each department will work with the Department Chair and the Dean of Academics to develop specific and consistent weights for each grading subcategory, to be shared with parents and students.

Teachers will create reasonable number of assignments for each subcategory in their grading system. Teachers will provide students with access to course material, homework assignments, projects, and students' grades through the school information system, and update SIS records daily/weekly.

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.

Category	Subcategories
Performance Assessments *(Summative)* 70%	▪ Unit assessments *(no more than 50%)* ▪ Benchmark assessments *(no more than 30%)* ▪ Final assessment *(no more than 30%)* ▪ Performance tasks (Projects, portfolios, essays, artwork, models, visual representations, multimedia, oral presentations, live or recorded performances, labs, etc.)
Practice Assessments *(Formative)* 30%	▪ Independent practices ▪ Daily assignments ▪ Classwork ▪ Homework *(no more than 15%)* ▪ Warm-ups ▪ Reviews ▪ Quizzes

If Winter MAP test is offered during the first semester, students may also earn points towards their first semester grades. For each point increase in their overall RIT score, students will earn one (1) point of extra credit towards their applicable grade, up to five (5) credit points maximum for each subject area. Regardless of their growth score, students will earn extra five (5) credit points if they meet or exceed the following "Standard Met" cut scores on their Fall or Winter MAP test in the first semester or Spring MAP test in the second semester:

Grade	MAP RIT ELA* F-W-S	MAP RIT Math* F-W-S
3	192-199-202	191-199-204
4	202-207-209	206-212-217
5	208-212-214	219-225-229
6	214-217-218	222-227-230
7	219-221-222	229-233-235
8	223-224-225	238-240-242
* Source: Linking Data Table: Smarter Balanced & MAP		
9	226-227-228	243-244-245
10	229-230-231	246-247-248
11	232-233-234	249-250-251

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 school 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 school days, if necessary academic changes arise, students will have 10 school days to complete changes. After 15 school 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 Retention/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 identified for retention. Retention will only occur if the teacher and parent are in agreement that retention is the best intervention to ensure student success.
- Grades 3–5: Any student who does not meet the achievement standards and needs substantial improvement to demonstrate the knowledge and skills in ELA/Literacy or math needed or likely success in future coursework based on Smarter Balanced assessments (Level 1 on Smarter Balanced assessments) or any student who is more than one year behind grade level in mathematics or ELA/Literacy as determined by the MAP tests will be identified for retention.

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 a progress report mid-semester 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 identified for retention. 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 (2) a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS

Grading Scale:

MPS will follow the standard scale below to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for Honors, AP, and approved college courses.

Individual teachers will establish grading policies and procedures for their classes, and their grades will correspond with this scale. Each teacher will give written policies to students the first week of school.

Courses at MPS have passing grades that are outlined in the below grading scale, with a minimum passing score of 70%.

Numerical Grade	Letter Grade Equivalent	Grade-Point Eqv. Unweighted	Grade-Point Eqv. Weighted
98 – 100	A+	4.0	5.0
93 – 97	A	4.0	5.0
90 – 92	A-	3.7	4.7
87 – 89	B+	3.3	4.3
83 – 86	B	3.0	4.0
80 – 82	B-	2.7	3.7
75 – 79	C+	2.3	3.3
70 – 74	C	2.0	3.0
Below 70	***F***	***0.0***	***0.0***

Assignment Grades:

Teachers will create reasonable number of assignments for each subcategory in their grading system and assign a weight to each assignment. The weight of an assignment depends on its importance relative to the other assignments in the same subcategory. Students will receive numerical grades for each graded assignment and the student's final semester grade will be a weighted average of the assignment grades, scaled to a maximum of 100 points. SIS will automatically convert student's final numerical grade to a final letter grade according to the scale in the above table.

MPS promotes use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a letter grade or a check grade system is used for an individual assignment, SIS will convert those grades to numerical grades according to the following conversion table.

Letter Grade	➔ Converted to Numerical Grade	Special Grades	➔ Converted to Numerical Grade
A+	100	Check Plus ("**+**")	100
A	97		
A-	92	Check ("**=**")	85
B+	89		
B	86	Check Minus ("**-**")	70
B-	82		
C+	79	Unsatisfactory ("***/***")	50
C	74		
F	***50***	Missing ("**M**")	**0**
		Excused ("**X**")	**N/A**
		Not Assessed ("**NA**")	**N/A**

Standards-Based Grading (SBG):

Standards-based grading (SBG) measures student's mastery of the essential standards for a class, or how well the student understands the material in class. MPS would like to report grades that are accurate, consistent, meaningful, and supportive of learning. While most MPS teachers currently implement points-based grading and reporting, MPS encourages teachers to explore and implement standards-based grading and reporting. We will keep you updated of our progress.

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:

In middle and 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 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	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.

The teacher may assign make-up work to determine the grade if no transfer grade is available. Make-up work must be assigned within a reasonable time frame that allows the student to complete the work for credit.

The following guidelines apply when a transfer student wants or needs to enroll in a class that s/he was not taking at her/his previous school. The decision will be made on a case by case basis.

Honor Roll/High Honor Roll:

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

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.

Retention: If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies. At MPS, the following steps will be taken prior to a student's being retained:

- A letter shall be sent to the student's parent(s)/guardian(s) before the end of the school year informing them that their child is at risk of retention.
- A meeting will be set up with the parent(s)/guardian(s). The student's grade reports shall be provided to and intervention options, including summer school, will be discussed with the student's parent(s)/guardian(s). The

parent(s)/guardian(s) may be informed at that meeting that their child is recommended for retention. This meeting will be documented with an academic support plan signed by the school administration and the parent(s)/guardian(s).

- By the end of the summer before the start of the next school year, the school administration will make their final decision based on student's performance in summer school and readiness for next grade. A letter shall be sent to formally inform the student's parent(s)/ guardian(s) of the school administration's decision regarding the retention.
- The parent(s)/guardian(s) shall have the right to appeal the decision to the Chief Academic Officer (CAO) of Magnolia Public Schools (MPS). If the decision of the CAO is not in agreement with the parent(s)/ guardian(s), the latter have the right to appeal directly to the MPS Board of Directors. This meeting will take place at the next regularly scheduled board meeting or by direction of the board president. Or the Board may form a committee to review the appeal and make a recommendation to the Board for approval at the next regularly scheduled meeting.

The program design of MPS is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra support in their specific areas of concern, both in class and through intervention offerings.

Participation in Promotion Activities/ Ceremony: In order for students to participate in any promotion activities they must fulfill all the promotion requirements and not be on suspension or recommended for expulsion at the time of the Promotion Ceremony.

Tardies/Absences: After 20 tardies or unexcused absences students will not be allowed to walk on stage for promotion. This is a privilege.

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 high school 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 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.

D. HIGH SCHOOL GRADUATION REQUIREMENTS

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.

Tardies/Absences: After 20 tardies or unexcused absences students will not be allowed to walk on stage for graduation. This is a privilege.

Graduation: 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 ("UC").

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.

Math Requirement: MPS math requirements are threefold:

1) Credit requirements: MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

2) Year requirements: MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma *(state requirement)* and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

3) Course requirements: Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Service Learning: Completing 40 hours of community service before graduation is no longer a high school requirement for a standard diploma beginning with the

MPS Graduation Requirements

Subject Area	Requirements	Diploma Type S	Diploma Type A	Diploma Type H
(a) History / Social Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	30	30	30
(b) English	Four years of approved courses	40	40	40
(c) Mathematics	Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. *(Four years recommended)*	30	40	40
(d) Science	Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. *(Three years recommended)*	20	30	40
(e) Language Other Than English	Two years of the same language other than English or equivalent to the second level of high school instruction. *(Three years recommended)*	20	20	30
(f) Visual & Performing Arts	One year chosen from dance, music, theater or the visual arts.	10	10	10
(g) Electives* ** Elective course offerings may change depending on student interest and resource availability.*	Additional courses in Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, Computers &Technology *(20-30 credits of electives required depending on diploma type)*	30	30	20
Physical Education	Two years	20	20	20
Computers & Technology	One year	10	10	10
	Total Required Credits:	**210**	**230**	**240**
AP* Course /College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective. *(Not required for a standard diploma.)*	N/A	20	30
Other Requirements	Minimum Cumulative GPA	**2.00**	**3.25**	**3.50**
	Req. Service Learning Hrs.	N/A	40	40
	MPS encourages students to participate in Congressional Award programs and engage in more than 40 hours of community service to develop and demonstrate crucial life skills.			

class of 2013. However, MPS encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

[For High School Only] **Cumulative GPA:**

A cumulative GPA is calculated for all high school level courses based on the number of credits received and their weighted grade point equivalencies. Cumulative GPAs are used to determine class rank and graduation honors, eligibility for National Honor Society, by colleges as part of the admission criteria, by many scholarship and grant providers, and occasionally, by employers. This information is reported to parents on the student's high school transcript. The high school transcript is a record of all final course grades received for high school courses.

MPS requires a minimum of 2.00 cumulative GPA for graduation, 3.25 for an advanced diploma, and 3.50 for an honors diploma.

All graduating students who are eligible to receive an Honors diploma with a cumulative GPA of 4.0 or above shall be designated as the Valedictorian. Cumulative GPA computation for Valedictorian shall be based upon student's projected grades as of the first of June prior to the date of graduation.

Note: UC/CSU systems do their own GPA calculations for a-g courses taken between the summer following 9th grade through the summer following 11th grade in calculating a student's GPA. Please see your high school college advisor for further details.

Language other than English (LOTE) Courses: MPS will allow other options to satisfy the "e"-LOTE requirement for graduation. Completion of higher-level LOTE coursework with a grade of C or higher may validate D or F grades earned in lower-level courses or when a lower-level course is skipped. Please check UC Admissions website for details of course validation. UC-transferable college courses or satisfactory scores on SAT Subject, AP or IB exams can also be used to fulfill the LOTE subject requirement.

Generally, bilingual students are considered to have met the "e" subject requirement and may choose not to enroll in LOTE courses. Students who elect not to take courses in a LOTE may satisfy the "e" requirement *(for all diploma types)* by one of the following methods:

- Formal schooling in a language other than English – Students who have completed two years of formal schooling at the sixth-grade level or higher in a school where a LOTE was used as the medium of instruction have met the LOTE requirement. A school transcript or other official document is required.
- Assessment by a recognized test or University – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.
- Certification by high school principal – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

Credit Acceptance: Students transferring to MPS from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed in the sending school.

These courses will appear on student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to MPS from a non-accredited school may receive credit toward graduation within the following guidelines:

Documentation must be provided to MPS by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Normally, students may not retake courses that they have already passed and for which they have earned credit. Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail (F) or Incomplete (I). However, the school administration reserves the right to final decision in case of any extenuating circumstances. Extenuating circumstances may include foreign transcripts, transcripts from non-accredited schools, college courses, ESL/ELD courses, and other approved courses on a case-by-case basis. Please consult with the school administration. If the school administration allows repeat of a course for extenuating circumstances, MPS will use the new grade when calculating the student's GPA. However, the repeated grade will not be used in calculating the "a-g" GPA for UCs if a student repeats a course used to satisfy the "a-g" requirement in which the student originally earned a grade of C or higher.

Credit Recovery: A high school student who fails a course at MPS is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

Summer School: Students can take a summer school course at any public school to recover missing credits. MPS may offer summer school depending on student needs and availability of teachers and resources.

Online Courses: Students who are credit deficient may enroll in accredited online courses to recover missing credits. Some examples to accredited online course providers are: APEX Learning, FuelEd, BYU, etc. College advisor's approval is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

College Dual Enrollment: Students may enroll in a post-secondary course creditable toward high school completion. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.

WASC Accreditation & Transferability of Courses: All MPS schools are WASC-accredited and all A-G courses of MPS are transferable to other public schools and meet the rigorous requirements for admission to both the UC and state university systems. Every transfer student will participate in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population. Please contact your MPS school's Dean of Academics & College Advisor for further information.

Advanced Placement (AP) Courses: MPS will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

Dual Enrollment: Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for enrolling and complete a dual enrollment registration / parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn two semesters worth of high school credit (10.0 credits). The following table will be used for conversion of college units to high-school credits:

College units	High school credits
1 semester college unit or 1-2 quarter college units	2.5 high school credits
2 semester college units or 3 or more quarter college units	5.0 high school credits
3 or more semester college units	10.0 high school credits

To determine how a college course fulfills a high school requirement see your high school college advisor. College advisor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. *Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.*

All students in grades 11 and 12 are required to be enrolled in at least five courses each semester. These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion. MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one school day 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 test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

Students who wish to see the counselor can make an appointment. Parents are always welcome to make an appointment to see the counselor. All information discussed is confidential except when it involves your safety or the safety of someone else.

MPS adheres to the National Counseling Standards. The standards are as follows:

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

PSAT/NMSQT Tests &Applications:

MPS is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grades 9 through 11 are required to take the PSAT/NMSQT test in Fall.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test. ™ It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills;
- math problem-solving skills; and
- writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

Cal Grant program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or Home Office official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC by October 1. The Cal Grant application submission deadline is October 1 of the grade 12 year.

E. ATTENDANCE

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Professional appointments such as medical, dental, optometric, or chiropractic appointments:
    a. Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.
4. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
    b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with MPS policy:
    a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Attendance at the pupil's naturalization ceremony to become a United States citizen;
6. Attendance at an employment conference;
7. Take Our Daughters and Sons to Work Day.

Other reasons will be considered that are requested in writing and approved by MPS. If the excuse is not one of the valid excuses listed above, the MPS administrators are authorized to excuse school absences due to the pupil's circumstances on a case-by-case basis.

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

1. Do not bring a written note within two (2) school days following an absence;
2. Leave school without signing out at the school office;
3. Are absent from class without teacher permission, including walking out of class;
4. Are absent from class without parent permission, (except students who are being excused to receive confidential medical services without parental permission);
5. Get a pass to go to a certain place but do not report there; and/or
6. Are absent/tardy 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
    - Athletic workout
    - Socializing/Lingering in the hallway

Method of Verification

A parent/guardian must inform the MPS main office via phone of their child's absence/tardy the morning of the absence/tardy. When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence/tardy within two (2) school days of the excused absence and/or upon the student's return. If a satisfactory explanation is not provided within two (2) school days of the absence/return, the absence will be marked as "unexcused." The following methods may be used to verify student absences/tardies:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    a. Name of student;
    b. Name of parent/guardian or parent representative;
    c. Name of verifying employee;
    d. Date or dates of absence; and
    e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
    a. When excusing students for confidential medical services or verifying such appointments, MPS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had twenty (20) absences in the school year verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Students the arrive to school late must report to the main office when he or she arrives. If the student fails to do this, he or she will receive an unexcused tardy. If the student fails to present a satisfactory explanation verifying the reason for the tardy, he or she will receive an unexcused tardy. The student will be given a "late slip" from office staff to be admitted to class.

Extracurricular Activities

When a student misses ten (10) full unexcused days 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. After twenty (20) unexcused absences/tardies, the student will not be allowed to walk on stage for promotion/graduation.

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.

Independent Study Policy

Students with a legitimate need for an extended absence can enroll in independent study. Please see the main office of your MPS school for the independent study policy.

Unexcused Absences/Truancy for Classroom Based Attendance

Each person between the ages of 6 and 18 years old is subject to compulsory full-time education. (Education Code sections 48200 and 48410). Students shall be classified as "truant" if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is 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. (Education Code section 48260). Such students shall be reported to the MPS Principal or designee.

In addition, students shall be classified as a "chronic truant" if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date. (Education Code section 48263.6).

The MPS Principal or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, MPS is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, MPS will implement the processes described below.

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process:

When students are not in attendance on the first five (5) consecutive days of school, MPS will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify MPS of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be voluntarily disenrolled from the MPS roster, as it will be assumed that the student has voluntarily chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. MPS will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend MPS and the voluntary disenrollment.

Truancy Process:

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. In addition, the student's classroom teacher may also call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from MPS. This letter must be signed by the parent/guardian and returned to MPS. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive

"Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.

4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Support and Progress Team (SSPT) and the MPS Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
    a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
    b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
        i. Parent/guardian to attend school with the child for one (1) day
        ii. Student retention
        iii. After school detention program
        iv. Required school counseling
        v. Loss of field trip privileges
        vi. Loss of school store privileges
        vii. Loss of school event privileges
        viii. Required remediation plan as set by the SART
        ix. Notification to the District Attorney
    c. The SART panel may discuss other school placement options.
    d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from MPS and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, MPS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update MPS with any new contact information.
8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to MPS' communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences or tardies, the parent/guardian may receive notice that the student is in in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences or tardies. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily disenrolled from MPS. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the MPS CEO or designee for review of the matter and final decision. If the MPS CEO or designee makes the decision to disenroll, notice will be sent to the student's district of residence within thirty (30) days. The MPS CEO or designee decision not to disenroll the student does not prevent the SART panel from making a similar recommendation in the future.

Referral to Appropriate Agencies or County District Attorney:

It is MPS' intent to identify and remove all barriers to the student's success, and MPS will explore every possible option to address student attendance issues with the family. For any unexcused absence, MPS may

refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, MPS shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The MPS Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

III. DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

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

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days". Students will not be allowed to enter the school if they are not wearing the proper uniform.

All MPS students are required to wear the school uniform at all times including during the afterschool tutoring/activities. Refer to Student Uniform Policy on later pages.

A. EXPECTED STUDENT BEHAVIOR

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

Breakfast/Lunch Time:

Students must:

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

On Campus:

Students must:

- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** such as CD/MP3/IPOD players may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

Students must:

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

Field Trips:

Students must:

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

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

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

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

Classroom:
Students must:

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

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

6. **In Class Warning**
7. **Student-Teacher Conference**
8. **Reflection / Parental Notification**
9. **Parent Conference**
10. **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.

Note: The following tables are for sample purposes only. Each individual MPS school may include amendments into the SIS behavior points, rewards, and consequences addressing local needs.

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"

**Students may 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 SIS entries, 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

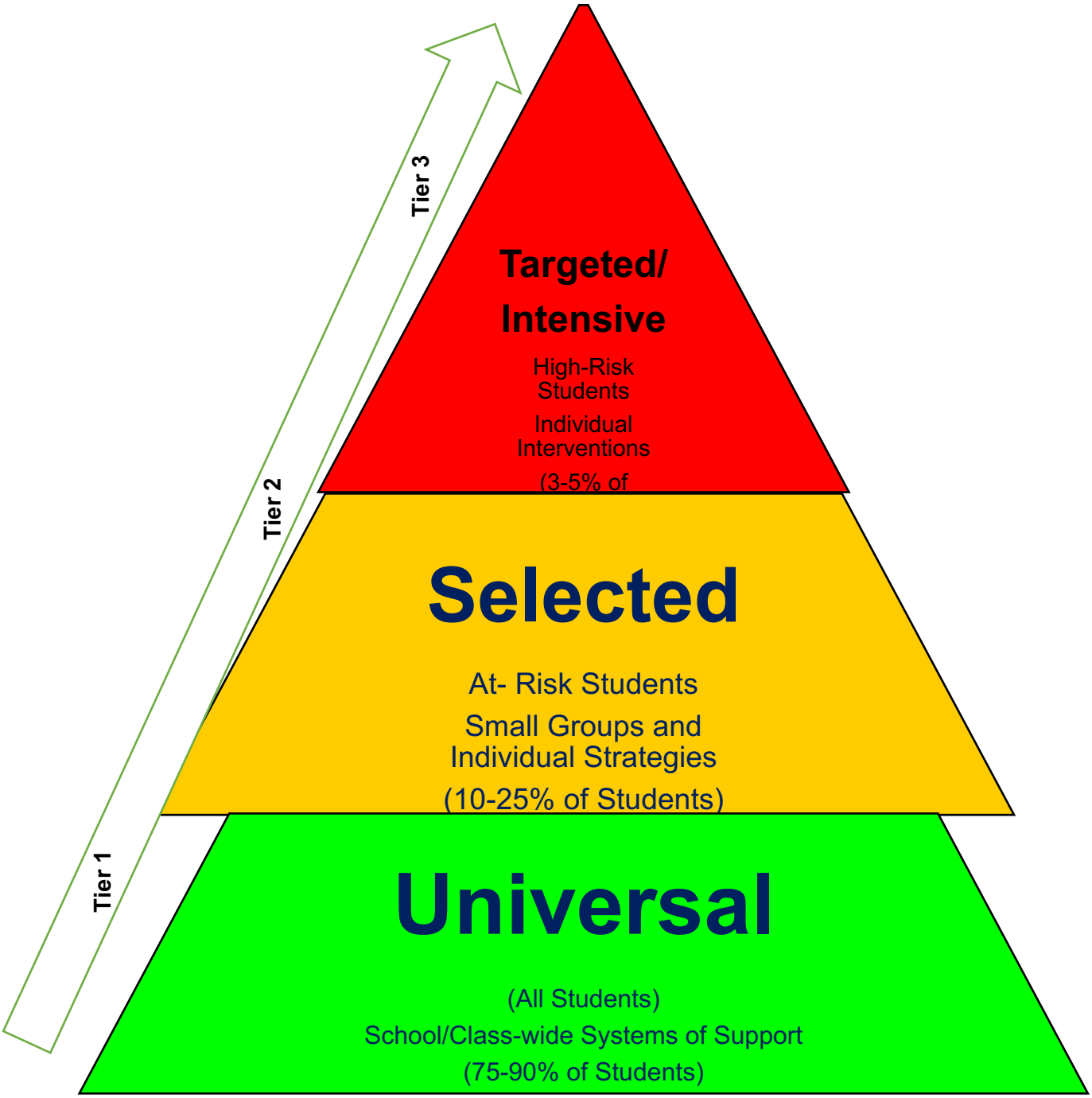
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of

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.

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 Infractions	Interventions
▪ 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 rules/personnel	✓ 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

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 Infractions	Interventions
▪ 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 ▪ 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	✓ 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

Level 3 Infractions	Interventions
▪ 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 ▪ 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	✓ 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

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures, below)

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 RTI table above 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. <u>This includes the use of social media for wrongful purposes.</u>

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.

<u>Displaying Threatening Behavior</u>

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, accessories, hair style, 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, below, 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

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, SSPT, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

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

Discretionary Suspension Offenses

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

26. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
27. Willfully used force of violence upon the person of another, except self-defense resulting in minor injury.
28. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
29. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
30. 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.
31. Committed or attempted to commit robbery or extortion.
32. Caused or attempted to cause damage to school property or private property resulting in negligible loss.
33. Stole or attempted to steal school property or private property.
34. 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 pupil.
35. Committed an obscene act or engaged in habitual profanity or vulgarity.

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

37. 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.

38. Knowingly received stolen school property or private property.

39. 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.

40. 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.

41. 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.

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

43. 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.

44. 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.

45. 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.

46. 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.

47. 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.

48. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    4) “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:

        v. 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.

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

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

        viii. 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.

5) "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:

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

v. A post on a social network Internet Web site including, but not limited to:

(d) 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.

(e) 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.

(f) 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.

vi. An act of cyber sexual bullying.

(c) 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.

(d) 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.

6) 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.

49. 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)(a)-(b).

50. 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.

Mandatory Suspension Offenses

Students shall be suspended 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. 48915(c)(4)

10. 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.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Expulsion (Discretionary Offenses)

22. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
23. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.
24. 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.
25. 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.
26. 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.
27. Committed or attempted to commit robbery or extortion in excess of $1,000.
28. Caused or attempted to cause damage to school property or private property in excess of $1,000.
29. Stole or attempted to steal school property or private property in excess of $1,000.
30. 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.
31. 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.
32. 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.
33. 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.
34. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
35. 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.
36. 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.
37. 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.

38. 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.

39. 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.

40. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    4) "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:

        v. 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.

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

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

        viii. 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.

    5) "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:

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

        v. A post on a social network Internet Web site including, but not limited to:

            (d) 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.

            (e) 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.

            (f) 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.

        vi. An act of cyber sexual bullying.

            (c) 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.

            (d) 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.

6) 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.

41. 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).

42. 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)

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. 48915(c)(4)

10. 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 following a hearing before it. 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. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. 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:

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.

11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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 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 all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

8. 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.

9. 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 alterative educational setting.

10. 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.

11. 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.

12. 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.

13. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

14. 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:

d. 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.
e. The parent has requested an evaluation of the child.
f. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

GENERAL POLICIES

- **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.

Athletic Activities:

The Charter School complies with Education Code Section 49475 regarding student athletes who sustain concussions. 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 h e 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 school day 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.

Additionally, those wishing to participate in athletics at MPS, must review the information sheet on sudden cardiac arrest and return the signed information sheet to the main office of each MPS school. The information sheet is located at: https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf.

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

MPS is committed to providing a safe campus for all students. When students are left on school property after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the principal or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.
4. Notify the principal or designee after the ten (10) 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.

Students should not be dropped off more than thirty (30) minutes early for School. The School will open its doors at 7:30 a.m. and at this time students will be supervised by School staff. All students that arrive before 7:30 a.m. will be unsupervised and the School will not be responsible for the safety and well-being of these students. (Each individual MPS school may include site-specific amendments into the drop-off, pick-up, and supervision times addressing local issues.)

- **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 and with parental permission.
- All medications must be in the original container.
- The container must be clearly marked with the student's first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office. 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.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

Epinephrine Auto-Injectors:

Trained MPS personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice

to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Contagious Diseases:

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

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

Diabetes Information Sheet:
MPS will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

Oral Health Assessment:
Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement. MPS provides the appropriate forms to incoming students to be completed by the oral health professional to satisfy this requirement. Please see the main office at your MPS school if you need another copy of this form.

Suicide Prevention:

MPS is committed to the safety and wellbeing of all students. Please see a copy of the MPS suicide prevention policy on the MPS website. It is also available at the Main Office.

- **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.

- **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.

- **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.

- **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.

- **VOLUNTEER, VISITATION, SHADOWING, AND REMOVAL POLICY**

MPS encourages parents/guardians and interested members of the community to visit MPS and view the educational program, MPS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

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 volunteering and visitations during regular school days:

Volunteering Categories and Application Process

A. Certified Volunteers ("C-Volunteers")
   a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis and may have unsupervised exposure or contact with students. Examples may include but are not limited to: classroom volunteers, tutors, field-trip volunteers, etc.
   b. Application Process: C-Volunteers must provide MPS with the following documents:
      - Volunteer Application Form (signed)
      - Volunteer Commitment Form (signed)
      - Fingerprinting and Background Clearance (if volunteering outside of the direct supervision of a credentialed employee)
      - Tuberculosis risk assessment or examination
      - Valid photo I.D. (driver's license, passport, military ID, US or other government identification)

B. Single Event Volunteers ("SE-Volunteers")
   a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity and have no unsupervised exposure or contact with students. Examples may include but are not limited to: guest story reader, guest speaker, senior exhibition panel member, etc.
   b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

Volunteering Guidelines

Parents or guardians who are interested in volunteering must adhere to the following guidelines:

1. Volunteers must arrange volunteering schedule with the classroom teacher and/or MPS Principal or designee, at least forty-eight (48) hours in advance. Volunteering in class may be limited to certain hours or specific assignments as determined by the classroom teacher(s) or MPS administration.

2. For all prospective volunteers (both C-Volunteers and SE-Volunteers), the MPS Principal or designee will review California Megan's Law online database at http://www.meganslaw.ca.gov to ensure that prospective volunteers are not registered sex offenders.

3. Prior to volunteering in the classroom or on campus, the volunteer should communicate with the teacher and/or MPS staff to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal

distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

4. Information gained, overheard, or inadvertently acquired by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality and may not be shared with any individual except with the MPS Principal.

5. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

6. Volunteer hours are applied to the non-mandatory 10 hours of volunteering requested pursuant to the Charter Petition/Student-Parent Handbook. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the school. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.

7. This Policy does not authorize MPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation Guidelines

1. Visits during school hours should first be arranged with the teacher and MPS Principal or designee, at least three (3) school days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) school days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the MPS Principal or designee.

2. All visitors shall register in the main office immediately upon entering any school building or grounds when during regular school hours, including immigration enforcement officers. 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. If the visitor is an immigration enforcement officer, the officer will also be asked to produce any documentation that authorizes school access. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MPS. The appropriate agencies will be contacted regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

   For purposes of school safety and security, the MPS Principal or designee have designated that each visitor wear a visitor's pass/sticker as a visible means of identification for visitors while on school premises.

3. Except for unusual circumstances, approved in advance by the MPS Principal, MPS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and MPS Principal's advance written permission.

5. Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.

6. The MPS Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

7. The MPS 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 MPS' orderly operation. If consent is withdrawn by someone other than the MPS Principal, the MPS Principal may reinstate consent for the visitor if the MPS Principal

believes that the person's presence will not constitute a disruption or substantial and material threat to MPS' orderly operation. Consent can be withdrawn for up to fourteen (14) days.

8. The MPS Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the MPS 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.

9. Any visitor who is denied registration or has his/her registration revoked may request a conference with the MPS Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the MPS Principal with fourteen (14) days of the denial or revocation of consent. The MPS Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the MPS Principal shall be held within seven (7) days after the MPS Principal receives the request. If no resolution can be agreed upon, the MPS Principal shall forward notice of the complaint to the MPS Board of Directors. The MPS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the MPS Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

11. The MPS Principal or designee shall seek the assistance of the police in managing 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) school days advance notice of your visit, signing in at the main office when arriving at MPS, and obtaining a visitor's pass/sticker. Notice of your visit and intent to shadow should be provided by completing the Shadow Request Form, below, and submitting it to MPS at least three (3) school days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video, or take photos. Should you have any concerns, report them to the MPS administrators.
- Meet with MPS 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.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

3. Disruptive conduct may lead to MPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **MEAL PROGRAM**

- 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.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.

- **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.

- **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,

- **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;
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. 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 services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MPS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
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 frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support;
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The complete copy of the MPS policy is available at the main office.

- **DRESS CODE**

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

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

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

Free Dress & Theme Dress Days Code:

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

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

MPS STUDENT UNIFORM POLICY

BOTTOM	Pants, shorts, skirts, skorts, or capris are acceptable.	**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/denim 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
	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 navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts.	
	FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.	

OUTERWEAR	Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.
	For colder weather:
	• MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
	• Sweatshirts and jackets must be solid navy blue or gray.
	* * *
	If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.
	* * *
	Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues.
		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 undo attention.
		• Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
		• Cosmetics must be appropriate for school and not attract undue attention.
		  ◦ No brightly colored or glitter eye shadow, or blush.
		  ◦ Mascara and eyeliner should be minimal.
		  ◦ Lipstick should be a natural color.
		  ◦ Earrings must be studs or one (1) inch hoops and worn on earlobe.

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 oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
    g. Participating in political activities.
    h. Conducting for-profit business.
    i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
    j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
    k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
    l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter

School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

   MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:

   - Bring their MPS device to school every day, fully charged;
   - Never leave the MPS device unattended;
   - Never loan the MPS device to other individuals;
   - Know where the MPS device is at all times;
   - Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
   - Store and use the device in a safe location and environment to avoid loss or damage to the device;
   - Not remove the Asset Tag or other school property identifiers;
   - Charge the MPS device's battery daily;
   - Keep food and beverages away from the MPS device;
   - Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
   - Not disassemble any part of the MPS device or attempt any repairs;
   - Not place decorations (such as stickers, markers, etc.) on the MPS device;
   - Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
   - Notify MPS by the next school day in the event of loss or damage to the device;
   - File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
   - Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
   - Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
   - Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

WAIVER OF PRIVACY RIGHTS

Users of the MPS technology services expressly waive any right of privacy in anything they create, store, send, or receive on the MPS device or through the Internet or any other computer network. Users consent to allowing MPS to access and review all materials users create, store, send, or receive on the device or through the Internet or any other computer network. Users understand that MPS monitors the use of its computer resources.

DISCLAIMER

Electronic information available to students does not imply endorsement of the content by MPS, nor can MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

SIGNATURES

After reading the Student Technology Use Policy and this Acceptable Use Agreement, please note that your signature on the MPS Acknowledgement of Student Handbook page at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Use Policy and procedure, reflects the entire agreement and understanding of all parties.

TITLE I INFORMATION:

MPS receives Title I funding, and is therefore required to provide certain information to parents as well as develop, with parental input, a Parent Involvement Policy. Please see below for these required notices and Policy.

Teacher Qualifications

Parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals to parents upon request.

PARENT INVOLVEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.[1] This policy has also been submitted to the California Department of Education with the LEA's Consolidated Application.

II. Involvement in Drafting the LEA Plan

Parents will be involved in the development of the LEA/SSD plan, Single Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, the LEA will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA/SSD plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA/SSD plan when it is submitted to the CDE.

III. Involvement in School Review and Improvement

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement: Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

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

[1] Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

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 school wide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by

telephone to encourage participation and inform them of future Family Learning Nights.

- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:

  Category (a):

  - The principal
  - 4 teacher representatives selected by teachers at the school
  - 1 other school personnel selected by peers at the school

  Category (b):

  - 3 parents of students attending the school selected by such parents
  - 3 students selected by students attending the school

  The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

  Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

  Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

  Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.[2] Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards 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.

[2] Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

  State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.

- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

SCHOOL-PARENT-STUDENT COMPACT

This School-Parent[3]-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.
- 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

[3] Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

(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 does 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 try to volunteer at School when requested.

III. <u>Student Responsibilities</u>

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

INTERNAL COMPLAINT PROCEDURES

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns. Please use the Internal Complaints Policy Form following this Policy to file complaints. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Specific complaints of unlawful harassment are addressed under the School's "TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY."

a) Internal Complaints:

(Complaints by Employees Against Employees)

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

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

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

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

b) Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)
This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

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

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

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

General Requirements:

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

INTERNAL COMPLAINT PROCEDURES FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

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

_____

List any witnesses that were present:_____

_____

Where did the incident(s) occur?

_____

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

_____

_____

_____

_____

_____

_____

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

_____ Date: _____
Signature of Complainant

_____
Print Name
To be completed by MPS:

Received by: _____ Date: _____

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

MPS believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, MPS prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. 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.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by 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, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, MPS will not condone or tolerate misconduct prohibited by this Policy 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 promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Definitions

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, 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.

Sexual harassment consists of 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.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, 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 pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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, video, 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. An act of "Cyber sexual bullying" including, but not limited to:
    a. 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 definition of "bullying," above. 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. "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 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 misconduct prohibited by this Policy, 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 misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

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 instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

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.

Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Family Handbook.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING COMPLAINT FORM

Your Name: _____ Date: _____
Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

_____

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

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by MPS:
Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

UNIFORM COMPLAINT PROCEDURES

a. MPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs, the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

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; Requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable; and Reasonable Accommodations to a Lactating Pupil.

d. A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

    1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
    3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
    4. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.

e. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable, may also be filed under the local UCP.

f. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus may also be filed under the local UCP.

g. All complaints that fall within the UCP, including complaint of noncompliance with laws relating to pupil fees, must be filed in writing with the complaint officer listed below. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. The compliance officer is:

    Chief Executive Officer
    Magnolia Public Schools
    250 E. 1st St., Ste. 1500
    Los Angeles, CA 90012
    Phone: (213) 628-3634

h. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Compliance Officer or his or her designee.

i. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the School's procedures.

j. The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision. The appeal should be sent to:

    California Department of Education
    1430 N Street
    Sacramento, CA 95814

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.

Magnolia Science Academy-1, 2, 3, and 5 are authorized by the Los Angeles County Board of Education.

Los Angeles County Office of Education (LACOE) Charter School Office (CSO) Contact:

- Los Angeles County Office of Education
  Charter School Office
  9300 Imperial Highway
  Downey, CA 90242
  Office Phone Line: (562) 922-8806
  Comments & Concerns Line: (562) 922-8807
  Office Fax: (562) 922-8805
  Website: www.lacoe.edu

Magnolia Science Academy-4, 6, 7, and Bell are authorized by the Los Angeles Unified School District (LAUSD) Board of Education.

LAUSD Charter Schools Division (CSD) Contact:

- Los Angeles Unified School District
  Charter Schools Division
  333 S. Beaudry Ave. 20th Floor
  Los Angeles, CA 90017
  Main Office: (213) 241-0399
  Fax: (213) 241-2054
  Website: www.lausd.net

Magnolia Science Academy-San Diego is authorized by the San Diego Unified School District (SDUSD) Board of Education.

SDUSD Office of Charter Schools (OCS) Contact:

- San Diego Unified School District
  Office of Charter Schools
  4100 Normal Street, Annex 15
  San Diego, CA 92103
  Main Office: (619) 725-7107
  Website: www.sandiegounified.org

Magnolia Science Academy-Santa Ana is authorized by the State Board of Education (SBE).

California Department of Education (CDE) Charter Schools Division (CSD) Contact:

- California Department of Education
  Charter Schools Division
  1430 N Street, Suite 5401
  Sacramento, CA 95814-5901
  Phone: (916) 322-6029
  Fax: (916) 322-1465
  Email: charters@cde.ca.gov
  Website: www.cde.ca.gov

UNIFORM COMPLAINT PROCEDURES 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:

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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
- ☐ Career/Technical Education
- ☐ Child Development Programs
- ☐ Consolidated Categorical Aid
- ☐ Foster/Homeless Youth
- ☐ Migrant Education
- ☐ Child Nutrition
- ☐ Regional Occupational Programs
- ☐ Special Education
- ☐ No Child Left Behind Programs
- ☐ Tobacco-Use Prevention Education
- ☐ Pupil Fees
- ☐ State Preschool
- ☐ Bilingual Education
- ☐ Local Control Funding Formula
- ☐ Lactating Pupils
- ☐ Every Student Succeeds Act
- ☐ School Safety Plans
- ☐ Economic Impact Aid

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
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Medical Condition
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics
- ☐ Marital Status

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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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

INFORMAL COMPLAINT PROCEDURES

The ultimate purpose of this informal complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, informal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly.

  If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

  LEVEL 2: School Level Resolution

- At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in three (3) working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within ten (10) working days.

  Examples:

  - Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
  - Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
  - All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the Chief Executive Officer (CEO) of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "Informal Complaint Procedures Form" giving details about the complaint and steps taken to resolve it, and contact the CEO of MPS at:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO (designee) will acknowledge receipt of the written complaint in five (5) working days, attempt to identify a resolution that is acceptable to both parties, within fifteen (15) working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution *

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. (Same contact information as in Level 3) The complainant should update the Internal Complaint Procedures Form that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in five (5) working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60 day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within 60 days of the School's initial receipt of the complaint or within the time period that has been specified in a written

agreement with the complainant. The decision of the Board shall be final.

***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the Informal Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's Decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a "Uniform Complaint Procedure Form" - provided in this handbook – and file it 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 Board's Decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

INFORMAL COMPLAINT PROCEDURES 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: _____

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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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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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

The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Your Rights and Responsibilities Under Title IX

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.

(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the MPS.

(c) You have the right to apply for athletic scholarships.

(d) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

(e) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator's contact information.

(f) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

(g) You have the right to pursue civil remedies if you have been discriminated against.

(h) You have the right to be protected against retaliation if you file a discrimination complaint.

(i) You can find out more information regarding your rights, MPS' responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: http://www.cifstate.org/governance/equity/index
- California Department of Education, Office for Equal Opportunity: http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp
- United States Department of Education, Office for Civil Rights: https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html

How to File a Complaint Under Title IX

(a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt.
- California Department of Education website: http://www.cde.ca.gov/re/di/eo/complaint.asp
- MPS Uniform Complaint Procedures ("UCP") or Harassment, Intimidation, Discrimination, Bullying Policy. Please check your School's website or main office for a complete copy of these policies.

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with MPS under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with MPS under our UCP or Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html
- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102

Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with MPS, please follow procedures set forth in those policies.

MAGNOLIA PUBLIC SCHOOLS

Receipt of an Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I, as a Magnolia Public School student, understand and agree that use of Magnolia Public Schools computer and technology is a privilege and not a right. I understand that if I violate the Student Technology Use Policy-Acceptable Use Agreement in any way, I will be subject to referral and possible suspension. I, as a Magnolia Public School parent or guardian, understand that I may be liable for the replacement cost for property Magnolia Public School loaned to my student that my student fails to return or that is willfully cut, defaced, or otherwise damaged, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation. When I am unable to pay for the damages, Magnolia Public School will provide a program of voluntary work for my student in lieu of the payment of monetary damages. If my child is over the age of majority, he/she shall be liable for the same. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

IMPORTANT NOTICE

Dear Parents/Guardians,

- *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.*
- *Each individual MPS school may include amendments into this handbook addressing local issues.*
- *Any changes or additions to this handbook will be given to the students and parents/guardians in writing.*

Student's Name: _____ **Student's Signature:** _____

Parent/Guardian's Name: _____ **P/G's Signature:** _____

(If known, circle grade and group.) **Date:** _____

Grade:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12

Group:

A	B	C	D	E	F	G	Other:

Copy for Student File

Appendix F

Lockdown & Shelter In Place

Lockdown Procedures

LOCKDOWN

- A lockdown will begin with a P.A. announcement:
  - **"Code RED. Prepare immediately for a lockdown. This is not a drill. Prepare immediately for lockdown."**
  - **"Code RED. We have a lockdown situation. Begin lockdown procedures now."**
- Call 911 and follow police directives
- **LOCK/CHECK ALL exterior doors**
- Stay away from windows and doors
- DO NOT OPEN doors for any reason until you hear ***"All clear to resume your daily routine"*** is announced
- Notify MPS Home Office to notify them of lockdown
- Monitor main phone line
- Text & tweet message to parents that we are on lockdown
- When it is deemed SAFE, an announcement will be made over PA**:** ***"All clear to resume your daily routine"***
- **After a lockdown is declared over by the principal or law enforcement, students may be directed to evacuate- Listen for directions**
- Text & Tweet message to parents that we are no longer in lockdown
- Email parents with an approved message from Central Office
- 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

- The need to isolate students and staff from outdoor environment to prevent airborne contaminants
- Close and seal all doors, windows, vents
- Shutdown HVAC system
- REMAIN INDOORS
- Instruction and classroom activities continue

SECURE CAMPUS

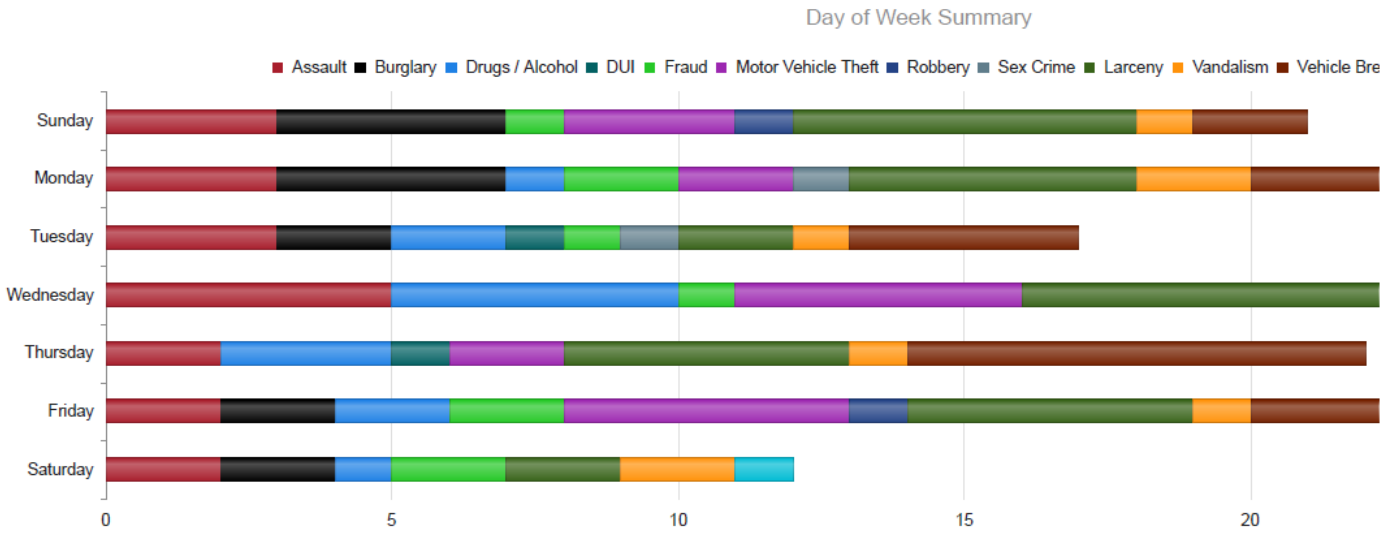
- If there are vague threats or violence in the community not directed at the school, announce over PA:
  - **"Code YELLOW...we are going on SECURE CAMPUS mode"**
- **LOCK/CHECK ALL exterior doors**
- **TEACHING AND LEARNING DOES NOT STOP- Keep routine**
- NOBODY LEAVES THE CLASSROOM
- Enter this in the log in the emergency binder
- DO NOT OPEN doors for any reason until you hear ***"All clear to resume your daily routine"*** is announced

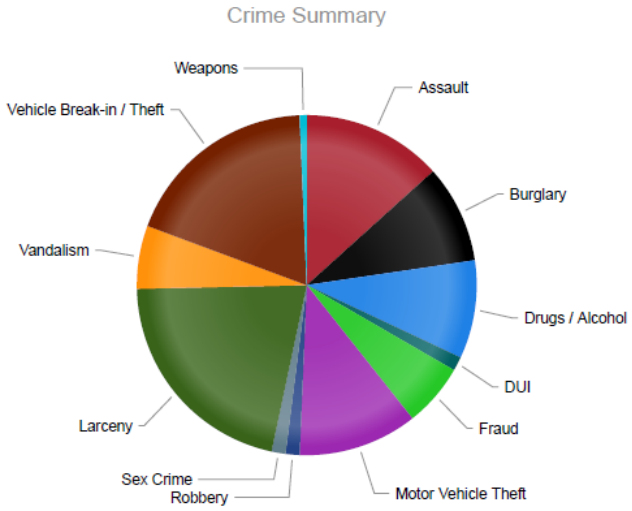
Appendix G

Criterions

CRITERION 1

The following crime report was gathered to recognized the crime statistics in our school neighborhood. Magnolia Science Academy San Diego has a Zero Tolerance Policy for drugs and alcohol. Students participate in a number of programs throughout the school year that impact his/her social-emotional needs. MSASD implements Multi-Tiered Systems of Supports promising practices each school year to support students. Some of the Tier I supports implemented are as follows: Wizard PRIDE- School-wide Character Education Program, Restorative Practices- Circles in homerooms and in core classes as needed, anti-bullying assemblies, social emotional learning assemblies, character education assemblies, character development awards, citizenship/academic semester awards. Also, all our students are exposed to our Life Skills elective. Lastly, we have open lines of communication with parents via in person conferences, MailChimp and SchoolMessenger.





CRITERION 2

MSA-San Diego administration facilitates an in-service to all our employees during our August 2018 staff development meetings. All staff members are required to complete modules via SafeSchools online program for the 2018-19 School Year. Records of each staff member completing this training are on file with the principal.

CRITERION 3

The School Safety Manual is reviewed by the MSA-San Diego administration team, which includes the Principal, Dean of Students, Dean of Academics, and Dean of Culture. Faculty members participate in 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

At the beginning of each school year and during critical periods of the year, student conduct, expectations, responsibilities, and discipline procedures are reviewed with students. Information with specific procedures relating to suspension, expulsion, and mandatory expulsion is distributed through our Staff and Student/Parent Handbooks. In addition, students receive information during assemblies and classroom instruction. When a student commits an act which requires a suspension, the Disciplinary Committee meets, and parent are 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/or the staff member involved. An action plan is discussed and implemented. The suspension is recorded in Illuminate and in CalPads 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.

CRITIERION 6

All MSA-San Diego staff participate in an in-service on sexual harassment during our back to school meetings. In addition, staff members complete an online training via SafeSchools. Moreover, the Staff Handbook information is given to address sexual harassment. All students and parents are required to sign a Student & Parent Acknowledgement form annually. Student and Parent signatures acknowledge that they have read and understood, and have agreed to the Student/Parent Handbook, which includes 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 Student Information System (SIS). 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
Grade Level Leads: Megan Craig, Stephen Predergast & Janell Abraham

Appendix H

Emergency Role Descriptions

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 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 request 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)**

Staffing Principal or designee

Characteristics: Leads by example. Sets the tone for staff and students.

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.

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 and 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 & Number

- Student Name & 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 Gates 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:

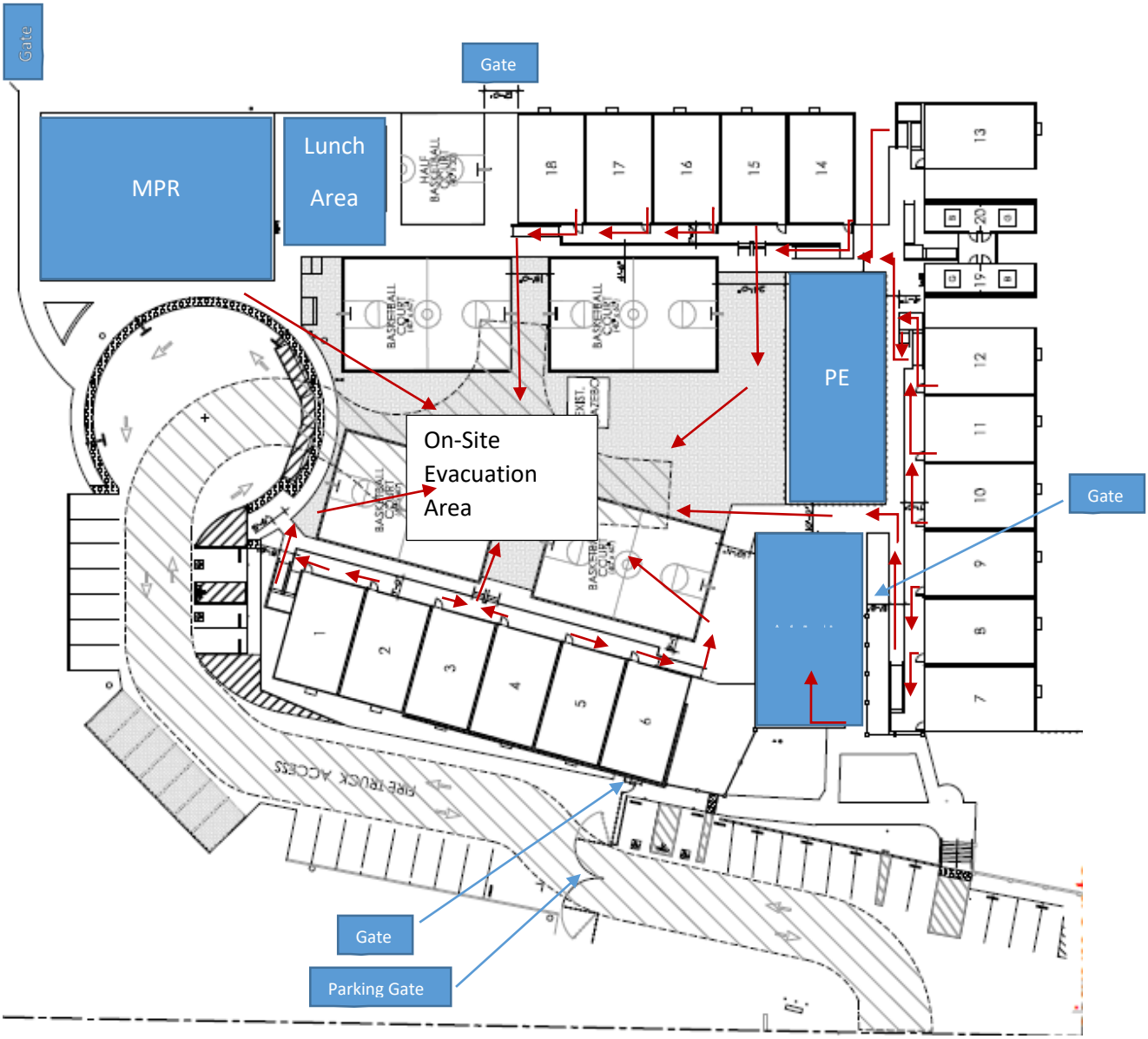
Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Note: All the Safety Planning Job Descriptions are copied from **sandi.net**

Appendix I

Emergency Exit Map

On-Site Evacuation Map



Appendix J

Emergency Procedure Quick Reference Guide

EVACUATION SITES

On-Campus Site: The on-site evacuation area is located in the **quad area**.
Off-Campus Site: The off-site evacuation area is located at:

Mission Trails Church
4880 Zion Avenue, San Diego 92120

FIRE EVACUATION

- Call 911 FOR REAL FIRE
- Sound the fire alarm via Public Announcement (P.A.) System
- In the event of a fire or fire drill, a fire sound initiates the response to immediately evacuate the building. Further instructions may be given over the P.A. system.
- If you discover the fire, call 911 as deemed necessary. Use fire extinguishers as needed and safe to do so.
- Notify the administration office.
- Evacuate your classroom and report to your assigned evacuation area.
- Everyone should be in the designated evacuation area in less than three (3) minutes.
- **Shut but do not lock the classroom door**.
- Do NOT stop to collect belongings.
- Use your district i.d. to identify yourself as a staff member to emergency personnel
- Each teacher is required to complete the *Emergency Evacuation Absence List* and turn it into the assembly area supervisor- Office Manager and Office Support Staff
- Assembly area supervisor will appraise administrators of Emergency Evacuation Absence Lists
- Office manager and office support staff will collect pink accountability slips and keep administration updated
- **Please do not leave your evacuation assembly area until you are cleared to do so**
- Check that all students and teachers have evacuated the building to on-site evacuation area- Quad Area
- Administrators sweep the following buildings:
    - Principal- Admin building and classrooms 1-6
    - Dean of Academics- Classrooms 7-13
    - Dean of Students- Classrooms 14-18 and MPR
    - Dean of Culture- Support as necessary
- Administration will meet faculty and students at on-site evacuation area
- Monitor students
- If all students are accounted for- **GREEN CARD**
- If not all students are accounted for- **RED CARD**
- Enter evacuation time in the emergency binder

EARTHQUAKE- DUCK, COVER, HOLD

- Activate one long bell
- INDOORS:
    - Drop to knees with back to windows
    - Get under furniture
    - Grasp furniture with both hands
    - Stay clear of objects that can fall
- OUTDOORS
    - Move to the closest OPEN area
    - Cover your head with your arms
    - Drop to the ground until shaking ends
- AFTER SHAKING ENDS, cover and hold ends
- Wait for evacuation order issued by school administration
- Follow fire drill evacuation procedures when instructed to evacuate
- **A PA announcement will inform faculty to return to classrooms:**
    - ***"It is safe to go back to class"***

*Note: The reunion area for parents will be located at the pedestrian gate

SHELTER IN PLACE

- The need to isolate students and staff from outdoor environment to prevent airborne contaminants
- Close and seal all doors, windows, vents
- Shutdown HVAC system
- REMAIN INDOORS
- Instruction and classroom activities continue

SECURE CAMPUS

- If there are vague threats or violence in the community not directed at the school, announce over PA:
    - **"Code YELLOW...we are going on SECURE CAMPUS mode"**
- **LOCK/CHECK ALL exterior doors**
- **TEACHING AND LEARNING DOES NOT STOP- Keep routine**
- NOBODY LEAVES THE CLASSROOM
- Enter this in the log in the emergency binder
- DO NOT OPEN doors for any reason until you hear ***"All clear to resume your daily routine"*** is announced

LOCKDOWN

- A lockdown will begin with a P.A. announcement:
  - **"Code RED. Prepare immediately for a lockdown. Prepare immediately for lockdown."**
  - **"Code RED. We have a lockdown situation. Begin lockdown procedures now."**
- Call 911 and follow police directives
- **LOCK/CHECK ALL exterior doors**
- Stay away from windows and doors
- DO NOT OPEN doors for any reason until you hear ***"All clear to resume your daily routine"*** is announced
- Notify MPS district office to inform them of lockdown
- Monitor main phone line
- Text & tweet message to parents that we are on lockdown
- When it is deemed SAFE, an announcement will be made over PA**:**
  - ***"All clear to resume your daily routine"***
- **After a lockdown is declared over by the principal or law enforcement, students may be directed to evacuate- Listen for directions**
- Text & Tweet message to parents that we are no longer in lockdown
- Email parents with an approved message from Central Office
- 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

IMPORTANT NOTES REGARDING THE USE OF THIS TEMPLATE:
The information presented in this template is intended to outline the emergency response options available to school personnel in an active shooter / armed assailant situation. This template should NOT be incorporated into Comprehensive School Safety Plans until school and district staff can be trained on these concepts.

When planning training and drills on the actions described in this template, school leaders should work with local law enforcement to incorporate the guidance provided in US Department of Education publication, Guide for Developing High-Quality School Emergency Operations Plans, and Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills, published by the National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO).

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS
"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
        - hear a sound that might be gunfire.
        - see something that looks like a weapon being carried or used on or near the campus.
        - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the School Office** as soon as it is safe to do so.

2. **Options:** ***Run, Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
        - Do not evacuate unless you…
            - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
            - **and** can visualize a route that will get your students and yourself safely off campus.
        - Don't carry anything with you.
            - Police may mistake an item in your hands as a weapon.
            - Leave everything behind.
        - If you encounter people along the way…
            - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
            - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
        a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):
    - State the emergency: “I hear gunfire.” “I saw...”
        - Give information on people who are wounded.
    - Location of the assailant (if known):
    - Description of the assailant (if known):
    - Your precise location: “room __”
    - The number of children with you:

b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- *Run* – If you encounter injured persons while you are trying to get out of danger…
    - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
    - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
    - Include as much actionable information on the announcement as possible.
        - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
    - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
        - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the district office after you call 911.
- If possible assist emergency personnel.
    - Assist police in entering the school;
    - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
  - Activate the district's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

- **Offsite Reunification**
  - The Operations Section should prepare an off-site evacuation site for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room by room basis.
    - Buses should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.
  - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
  - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

			# of items											
		SUPPLIES & EQUIPMENT	17		15	17	11	14	16	14	16	16	15	14
		2018-19 FOLLOW-UP			88%	100%	65%	82%	94%	82%	94%	94%	88%	82%
			Specific		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-Bell	MSA-SD	MSA-SA
		SUPPLIES & EQUIPMENT	Deadline											
100%	1	**Emergency Storage Bin**			Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		In good repair, locked, stocked, and organized	Link		2									
80%	2	**Water**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes
		One-half gallon of potable water per person, per day, for three days; include both students and staff in the calculation Water Supplies: 4 oz. Cups, Collapsible Water Carriers, Pump, Water Barrel-55 Gallon, Bleach, Measuring Spoons (for bleach in water barrels)											55 gallon barrel	
90%	3	**Food**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Three-day food supply; Emergency food supplies in case foods are not available from the school cafeteria												
100%	4	**First Aid Equipment and Supplies**			Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		LAUSD policy guideline is a minimum of one kit for every 400 people on campus, but the charter specialists strongly recommend one kit in each classroom; consider field trips; Non-Latex disposable exam gloves Enter # of all first aid kits at the school		21			21		14 (one in each room)					
50%	5	**Search and Rescue Equipment and Supplies**	Link		No	Yes	Yes	Yes	No	No	Yes	Yes	No	No
		Wheelchair, Stretcher, Blankets, Flashlight, Duct Tape, Rope. Mark "Yes" if you have all equipment and supplies; otherwise, mark "No" and note the missing items.	Missing items:		stretcher, blankets, and rope				Stretcher, Blankets, Rope	need stretcher, rope and duct tape			Wheelchair Stretcher Rope	Stretcher, Blankets
90%	6	**Sanitation Supplies and Toiletries**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Basic: 5-Gallon Utility Bucket, Emergency Toilet Seat Additional: Plastic Bags-Liners, Toilet Paper, Sanitary Napkins, Privacy Screen, Absorbent, Waterless Hand Cleaner, Deodorizer Mark "Yes" if you have all "Basic" equipment and supplies; otherwise, mark "No" and note the missing items.												
90%	7	**Classroom Emergency Supplies**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Sanitation supplies, box of snack bars, bottled water, and simple first aid supplies												
100%	8	**Two-way Radios**			Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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			# of items											
		SUPPLIES & EQUIPMENT	17	15	17	11	14	16	14	16	16	15	14
		2018-19 FOLLOW-UP		88%	100%	65%	82%	94%	82%	94%	94%	88%	82%
			Specific	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-Bell	MSA-SD	MSA-SA
		SUPPLIES & EQUIPMENT	Deadline										
		Sufficient number of hand-held radios available for emergency use						6					
100%	9	**School Emergency Documents**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Including updated Safe School Plan and School Emergency Response Box contents, current lists of students and staff, Field Trip Checklist, campus maps	Link										
100%	10	**Office Supplies**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Poster board, paper, pens, markers, tape, school forms, etc.											
80%	11	**EpiPens**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No
		Consider field trips. Enter # of EpiPen & EpiPen Jr	EpiPen	349In (1 Amigo Camp	2 Feb 2019			2 EpiPen	2 EpiPen	0 EpiPen			
			EpiPen Jr	337JR (2 Amigo Cam	2 Oct 2018			2 Epipen JR	2 Epipen JR	2 Epipen JR			
100%	12	**Master Keys**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		These must be kept in a very secure location or with specific authorized individuals											
90%	13	**Bullhorn**		Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
50%	14	**AED**		No	Yes	No	No	Yes	No	N/A	Yes	Yes	No
		Automated External Defibrillator		We are looking into getting one.									
100%	15	**Fire Extinguishers**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Fire Permit; Annual Fire Inspection; Mark "Yes" if you have had your annual fire inspection.											
70%	16	**Vest or Position Identifier**		Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	Yes
90%	17	**Emergency Folders**	Link	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
		Per classroom and in admin building, evacuation maps, student rosters											

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			# of items											
		STAFF TRAINING	26	25	26	5	24	26	26	26	25	20	26
		2018-19 FOLLOW-UP		**96%**	**100%**	**19%**	**92%**	**100%**	**100%**	**100%**	**96%**	**77%**	**100%**
			Specific	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-Bell	MSA-SD	MSA-SA
		TRAINING:	Deadline or										
			Links										
		Via Safe Schools: All Employees											
90%	1	**Mandated Reporter: Child Abuse & Neglect**	9/21/18	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees via Safe Schools; required to be completed within six weeks of school or empoyment. See link.	Link									need 5	
90%	2	**Sexual Harassment: Polic & Prevention**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees via Safe Schools	Link						need 1	need 2	need 10	need 10	
90%	3	**Sexual Harassment: Staff to Staff**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees via Safe Schools					need 2		need 1	need 1	need 7	need 6	
90%	4	**Sexual Misconduct: Staff to Student**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees via Safe Schools					need 4			need 1	need 8	need 5	
90%	5	**Boundary Invasion**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees via Safe Schools					need 3			need 2	need 8	need 8	
100%	6	**Bloodborne Pathogens: Exposure Prevention**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees via Safe Schools. Staff fill out forms at the link.	Link									need 5	
100%	7	**Youth Suicide: Awareness & Prevention**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees that serve students grades 7 to 12 via Safe Schools	Link				need 1					need 7	
90%	8	**Drug (&Alcohol) Free Workplace**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees via Safe Schools					need 2			need 1	need 9	need 7	
90%	9	**Hazardous Communication: Right to Understand**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		All employees via Safe Schools					need 3			need 2	need 9	need 7	
90%	10	**Integrated Pest Management****		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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		# of items											
	STAFF TRAINING	26	25	26	5	24	26	26	26	25	20	26	
	2018-19 FOLLOW-UP		**96%**	**100%**	**19%**	**92%**	**100%**	**100%**	**100%**	**96%**	**77%**	**100%**	
		Specific	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-Bell	MSA-SD	MSA-SA	
	TRAINING:	Deadline or											
		Links											
	A) Teachers & classroom staff who use disinfecting/ antimicrobial wipes to clean surfaces* B) **Any employee** who uses chemicals to control pests (facilities, kitchen, grounds, etc.) via Safe Schools					need 3			need 2	need 9	need 7		
90%	**11 FERPA: Confidentiality of Records**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All employees via Safe Schools					need 2			need 1	need 8	need 7		
100%	**12 Bullying: Recognition & Response**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All employees via Safe Schools	Link				need 4			need 2	need 10	need 7		
90%	**13 Online Safety: Cyberbullying**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All employees via Safe Schools	Link				need 3			need 1	need 5	need 7		
90%	**14 Playground Supervision**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All employees via Safe Schools					need 1			need 2	need 7	need 7		
90%	**15 Back Injury & Lifting**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All employees via Safe Schools					need 2			need 1	need 7	need 7		
100%	**16 First Aid**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All employees via Safe Schools					need 3			need 1	need 8	need 7		
90%	**17 Active Shooter**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All staff					need 4		need 2	need 2	need 5	need 7		
100%	**18 CPR**		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All employees	Hands-on	0			12	18	need 1	27	Need 4	0		
	Enter # of staff who have hands-on vs. online CPR	Online	0						26	0	need 7		
	Via Safe Schools: Managers & Supervisors, PE Teachers & Coaches												
90%	**19 Discrimination**		Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	All admin via Safe Schools; Enter # of supervisors trained		0	3		2	3		2	need 2	need 7	3	

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			# of items												
		STAFF TRAINING	26		25	26	5	24	26	26	26	25	20	26	
		2018-19 FOLLOW-UP			**96%**	**100%**	**19%**	**92%**	**100%**	**100%**	**100%**	**96%**	**77%**	**100%**	
			Specific		MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-Bell	MSA-SD	MSA-SA	
		TRAINING:	Deadline or												
			Links												
80%	**20**	**Retaliation**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	
		All admin via Safe Schools; Enter # of supervisors trained		**0**				2	3		2	need 2			
80%	**21**	**Title IX**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	
		All admin and PE Teachers/Coaches via Safe Schools; Enter # of staff trained		**14**				3	4	2	3	All Done:6		2	
										need PE teacher					
80%	**22**	**Athletic Liability**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	
		All admin and PE Teachers/Coaches via Safe Schools; Enter # of staff trained		**10**				1	4	need PE teacher	3	need 1		2	
70%	**23**	**Sudden Cardiac Arrest in Athletes**			Yes	Yes	No	No	Yes	Yes	N/A	N/A	No	N/A	
		Coaches of interscholastic athletics, cheerleading & noncompetitive cheerleading, club-sponsored sports activities & practices, interscholastic practices & scrimmage (but not physical education classes) via Safe Schools; Enter # of staff trained		**5**	5										
		On-site and/or Hands-on													
90%	**24**	**Emergency Drills and Preparedness**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
		All staff; led by Deans of Students at school sites													
80%	**25**	**Epi-Pen**			Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	
		Enter # of volunteer staff who are Epi-Pen trained	Link	**35**	3	3			3		16	Need 1		10	
50%	**26**	**Crisis Prevention Institute (CPI)**			No	Yes	No	No	Yes	Yes	Yes	No	No	Yes	
		Enter # of Special Education (and other) staff who are CPI trained	SPED	**6**							5			1	
			Others	**14**							12			2	

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Cover Sheet

Approval of MOU to Partner with Los Angeles Coalition for Excellent Public Schools

Section: II. Action Items
Item: D. Approval of MOU to Partner with Los Angeles Coalition for Excellent Public Schools
Purpose: Vote
Submitted by:
Related Material: II D LACEPS.pdf

Board Agenda Item #	Agenda # II D- Action Item
Date:	November 8, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	L.A. Coalition for Excellent Public Schools

Proposed Board Motion

I move that the board approve the Memorandum of Understanding ("MOU") between L.A. Coalition for Excellent Public Schools ("Coalition") and Magnolia Public Schools ("MPS") and designate and Advocacy Task Force with a point of contact.

Introduction and Background

A group of seven Los Angeles-based charter school organizations' CEOs, including MPS, have formed the LA Coalition for Excellent Public Schools. This group is collaborating to develop a positive, local narrative about charter public schools. The work will include producing proactive communications; building board member capacity in advocacy to extend our reach; and investing in and organizing parents. The initial board is comprised of seven CEOs reflecting their representative organizations: Alliance for College-Ready Public Schools, Bright Star, Camino Nuevo, Ednovate, Equitas, KIPP LA Public Schools, Magnolia Public Schools. It is an equally weighted governing board. The CMOs are contributing nominal funding for this work which, in the first year, will include myth busting communications training, board member advocacy sessions and family organizing.

Budget Implications

- The 24K amount in the MOU was not included in the July 1, 2018 MPS Board adopted budget, however, this amount will be considered and included in the first interim report to be submitted for board approval on or before December 15, 2018.

Exhibits (attachments):

- MOU between L.A Coalition for Excellent Public Schools (Coalition) and Magnolia Public Schools (CMO)
- L.A Coalition for Excellent Public Schools Overview
- L.A Coalition for Excellent Public Schools Bylaws

Memorandum of Understanding

This Memorandum of Understanding ("MOU") is made as of June 26, 2018 (the "Effective Date") by and between **LA Coalition for Excellent Public Schools (Coalition)** and **participating Charter Management Organizations (CMOs)** (each, a "Party" and together, the "Parties").

Overall Purpose and Impact

The Los Angeles education community is at an inflection point with a school choice-minded board and a new superintendent.

A Coalition of Los Angeles-based charter management organizations is collaborating to develop and execute communications, marketing, and advocacy strategies, on a collective basis, to seize this opportunity, shift the narrative about charter schools in Los Angeles and raise the positive profile.

The Coalition's Strategy

The Coalition will do this through a broad-based strategy including communications, building board member capacity in the political arena, and parent organizing. While the general buckets of work will focus on the following areas, the board will decide each year the goals and measures of success:

- **Communications**: Tell the Coalition's story proactively and galvanize for larger action. Develop a positive narrative for charters and dispel myths.
- **Board:** Activate board members through advocacy to extend the Coalition's reach.
- **Parents:** Build a pyramid of engaged parents to leverage collective action.

Norms & Principles for Engagement

- **Contributions**
    - Initial contributions are due by August 1, 2018. In addition, each CMO will allocate 10% of internal and external communications budget to this effort.
    - These contributions will include start-up costs for the Coalition, such as legal fees, consulting fees, etc.
    - **Magnolia Public School's contribution for 2018-19 is $24,000.**
        - The check should be payable to LA Coalition for Excellent Public Schools and mailed to:

            LA Coalition for Excellent Public Schools
            P.O. Box 251552
            Los Angeles, CA 90025

            - For FedEx or UPS, use the following address:

                11420 Santa Monica Blvd
                #251552
                Los Angeles, CA 90025

- **Expectations of each participating CMO**
    - Each CMO's active participation as a Coalition member is required.
        - This includes your participation in monthly phone updates and a 24-hour response rate when the Coalition reaches out.

- Fulfillment of the participating CMO's commitments:
  - Designate an advocacy committee of your CMO board of directors and a point person of that committee to captain advocacy outreach for board members, including board training and giving to promote advocacy;
  - Sharing of parent curriculum, promoting voter registration and GOTV practices, creating pyramid cascade for parent organizing; and
  - Distribution and promotion of communications internally and externally.

- **Governance**
  - Each CMO Coalition leader comprises board and the board is an equally weighted governing board.
    - Decision making is by consensus.
    - The board will determine chair at the first meeting.
    - The chair's primary role is that of coordinator.
    - Communication will be from Executive Director.
  - The Executive Director will report to the Board Chair.
  - Monthly 30-minute phone call with updates and action items for first three months.
    - The director and board will determine appropriate cadence and frequency.

- **Selection of individual**
  - Anticipate both individual and panel interviews during summer of 2018 by members of the Coalition.
    - The goal is to have an individual hired in summer 2018 for 2018-19 school year.

IN WITNESS WHEREOF, the Parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives.

LA Coalition for Excellent Public Schools

Signature: _____

Name: _____

Title: _____

Date: _____

CMO

Signature: _____

Name: _____

Title: _____

Date: _____

CMO's CEO joined six other CMO CEOs as the initial board of the LA Coalition for Excellent Public Schools

Objective:

Collaborate to develop a positive, local narrative about charter public schools. This work will include communicating proactively, building each participating charter board's advocacy capabilities, and engaging families

Founding CMO Participants

	Year 1	Year 2
Organization	• Hire and onboard an Executive Director	• Expand beyond 7 founding members
Comms	• Deliver communications training, including myth-busting, to team members, families and Board members. Ensure all Coalition members use same communications • Publish positive graduate/student success stories	• Amplify proactive storytelling and op-eds from families and teachers to reinforce positive messages. • Publish a white paper
Board	• Each participating CMO board designate an Advocacy Taskforce with a contact point • Build & execute board advocacy curriculum including Charter 101, mythbusting, understanding current environment	• Develop master target list and touch points for engagement • Set expectations for tours and office visits for all Board members
Families	• Share best practices for family organizing • Host at least one joint event • Robust support of a CCSA-like event • Facilitate cascading, broad parent to parent communication	• Hold family training/education for voter registration • Host at least one joint event • Ensure parents and teachers meet with local influencers and attend neighborhood council meetings

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BYLAWS:

LA COALITION FOR EXCELLENT PUBLIC SCHOOLS

Article I.
NAME

Section 1.01 Corporate Name. The name of this corporation is LA Coalition for Excellent Public Schools ("corporation").

Article II.
OFFICES

Section 2.01 Principal Office. The corporation's principal office shall be fixed and located at 11420 Santa Monica Blvd. #251522, Los Angeles, CA 90025. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

Article III.
PURPOSES

Section 3.01 Description In Articles. The corporation's specific and general purposes are described in its Articles of Incorporation.

Article IV.
MEMBERSHIP

Section 4.01 No Members. The corporation shall not have any members. The Board shall strive to be reflective of the charter school operators that have executed memoranda of understanding with the corporation; however, nothing in these Bylaws shall be construed as to require corporate membership as contemplated by Corporations Code section 5056, or designator representation by a specific charter school on the Board.

Section 4.02 Associates. Nothing in this Article IV shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law, including honorary or donor members. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 4.03 Authority Vested in Board of Directors. Any action that would otherwise require approval by a majority of all members or approval by the members shall require only

approval by the Board of Directors. All rights that would otherwise vest in the members shall vest in the Board.

Article V.
DIRECTORS

Section 5.01 Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws, the corporation's activities and affairs shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. The Board may delegate the management of the corporation's activities to any person(s), to a management company, or to committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers enumerated in these Bylaws and permitted by law:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation;

(b) To adopt, make, and use a corporate seal, and to alter the form of the seal from time to time as they may deem best;

(c) To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefor;

(d) To carry on a business as a California nonprofit public benefit corporation in furtherance of its charitable and educational purposes;

(e) To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust;

(f) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(g) To change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in another state, territory, dependency, or country; conduct its activities in or outside California; and

(h) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.

Section 5.02 Number and Election of Directors.

(a) The authorized number of Directors shall be not less than three (3) and not more than fifteen (15), with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of these Bylaws. The initial Board shall be the seven (7) Directors appointed by the Incorporator. With the exception of the initial Board, Directors shall be elected by the vote of a majority of Directors then in office. All Directors shall have full voting rights.

(b) The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation and a dedication to its charitable endeavors. As stated above, while the Board shall strive to be reflective of the charter school operators that have executed memoranda of understanding with the corporation, nothing in these Bylaws shall be construed as to require representation by a specific charter school on the Board.

Section 5.03 Terms of Office. Each Director shall hold office for a term of two (2) years, except that the terms of the initial Board shall be for one year, concluding on June 30, 2019. Directors shall be elected for subsequent terms by the full Board prior to expiration of a current term, or as soon thereafter as is practicable. Directors shall serve until a successor is appointed and seated by the Board. There shall be no limit on the number of consecutive terms to which a Director may be reelected.

Section 5.04 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective.

Section 5.05 Removal. A Director may be removed, with or without cause, by a vote of the majority of the Directors then in office at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting complies with Section 5.10. Any vacancy caused by the removal of a Director shall be filled as provided in Section 5.06.

Section 5.06 Vacancies. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and elected or appointed.

Section 5.07 Place of Meetings. Meetings of the Board may be held at the corporation's principal office, or at any other place within or without the State of California that

has been designated in the notice of the meeting, or if there is no notice, at such place as has been designated from time to time by resolution of the Board.

Section 5.08 Annual Meetings. The Board shall meet annually for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting.

Section 5.09 Regular Meetings. Regular meetings of the Board, including annual meetings, shall be held without call or notice at such times and places as may from time to time be fixed by the Board.

Section 5.10 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the chairperson of the Board, if any, the President, the Secretary or any two Directors. The party calling such special meeting shall determine the place, date and time thereof. Special meetings of the Board may be held only after each Director has received twenty-four (24) hours' notice delivered personally or by telephone (including a voice messaging system or other system or technology designed to record and communicate messages), facsimile, electronic mail, or other electronic means. Any such notice shall be addressed or delivered to each Director at the Director's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the Director for purposes of notice. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 5.11 Quorum. Two (2) Directors present at a duly held meeting shall constitute quorum of the Board. A Director may send one person to serve as his/her proxy by notifying the Board President or Secretary prior to the meeting. A proxy may participate in Board discussions on behalf of an absent Director, but the proxy does not count for quorum purposes and, pursuant to Section 5211(c) of the California Nonprofit Public Benefit Corporation Law, a Director cannot vote by proxy. Every act or decision made by a majority of the Directors present at a meeting at which quorum is present is an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directors, (c) creation of and appointments to committees of the Board, and (d) indemnification of Directors. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 5.12 Participation In Meetings by Conference Telephone. Subject to the requirements of the California Nonprofit Public Benefit Corporation Law, members of the Board may participate in a meeting through the use of conference telephone or similar communications

equipment, so long as all Directors participating in such meeting can hear one another. Participation in a meeting pursuant to this Section constitutes presence in person at such meeting.

Section 5.13 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 5.14 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 5.15 Action Without Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the proceedings of the Board. For purposes of this section only, the phrase "all members of the Board" shall not include any "interested persons" as defined in Section 5.18 herein.

Section 5.16 Rights of Inspection. Every Director shall have the absolute right at any reasonable time to inspect the corporation's books, records, and documents of every kind.

Section 5.17 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the Directors. Subject to Section 5.18 herein and the California Nonprofit Public Benefit Corporation Law, nothing herein shall preclude a Director from serving the corporation in any other capacity, including, but not limited to, as an officer, agent, or employee of the corporation, and receiving compensation for such service.

Section 5.18 Restriction on Interested Directors. Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 5.19 Standard of Care.

(a) A Director shall perform the duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a

manner such Director believes to be in the corporation's best interests and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

(b) In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more of the corporation's officers or employees whom the Director believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or (iii) a committee of the Board upon which the Director does not serve, as to matters within its designated authority, which committee the Director believes to merit confidence, so long as, in any such case, the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 5.20 Non-Liability of Directors. No Director shall be personally liable for the corporation's debts, liabilities, or other obligations.

Section 5.21 Common Directorships. Pursuant to Section 5234 of the California Nonprofit Public Benefit Corporation Law, the corporation shall not be a party to a transaction with another corporation, firm or association in which one or more of its Directors is also a director or directors ("Overlapping Director(s)") unless, 1) prior to entering into the transaction, the material facts of the transaction and the Overlapping Director's other directorship are fully disclosed or known to the Board and the Board authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the Overlapping Director, or 2) the contract or transaction is just and reasonable to the corporation at the time it is authorized, approved or ratified. This provision does not apply to transactions covered by Section 5233(b) of the California Nonprofit Public Benefit Corporation Law.

Article VI.
OFFICERS

Section 6.01 Required Officers. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The Board may hire an Executive Director to serve as the day-to-day manager of the corporation, and exercise some delegated authority. That Executive Director may serve as the President at the Board's discretion.

Section 6.02 Permitted Officers. The Board of Directors may appoint a Chairperson of the Board, Vice Chairperson(s), a Vice President, and other Board officers as the business of the corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 6.03 Duplication of Office Holders. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or chairperson of the Board.

Section 6.04 Election of Officers. The corporation's officers (the President, Secretary, and Treasurer) shall be elected by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices for a one-year term from July 1 through June 30 or until their respective successors shall be elected, unless they resign, are removed, or are otherwise disqualified from service prior to the expiration of their one-year term. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 6.05 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time or, in the case of an officer appointed by another officer, the person with authority to appoint shall also have the power of removal. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 6.06 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6.07 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 6.08 President. Subject to the control of the Board, and subject to the President's contract of employment, if any, the President (who may also be referred to as the Chief Executive Officer) is the general manager of the corporation and shall supervise, direct and control the business of the corporation as instructed by the Board. The President has the general powers and duties of management usually vested in the office of Chief Executive Officer and such other powers and duties as may be prescribed from time to time by the Board.

Section 6.09 Chairperson of the Board. The Board may elect one Director to serve as Chair of the Board. He or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 6.10 Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Directors promptly after the meetings. The Secretary shall see that all reports, statements and

other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.11 Treasurer. The Treasurer (who may also be referred to as the Chief Financial Officer) shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director. The Treasurer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board; disburse the funds of the corporation as may be ordered by the Board; and shall render to the President and Directors, upon request, an account of all transactions as treasurer and of the corporation's financial condition. The Treasurer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.12 Compensation of Officers. The salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers are appointed by the Chief Executive Officer, the Chief Executive Officer shall also have the authority to fix such officers' salaries, if any. In all cases, any salaries received by officers of the corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable purposes of the corporation.

Article VII.
COMMITTEES

Section 7.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

(a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;

(b) The filling of vacancies on the Board or on any committee which has the authority of the Board;

(c) The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;

(d) The amendment or repeal of the corporation's Bylaws or the adoption of new Bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of other committees having the authority of the Board;

(g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or

(h) The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 5233 and Article VIII of these Bylaws.

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 7.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with, the provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 7.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

Article VIII.
SELF-DEALING TRANSACTIONS

Section 8.01 Definition. Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the Directors has a material financial interest ("interested Directors"), except that the following will not be deemed a self-dealing transaction, but are instead subject to the general standard of care by the Board:

(a) An action by the Board fixing the compensation of a Director as a Director or officer of the corporation;

(b) A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more directors or their families because they are in a class of persons intended to be benefited by the public or charitable program;

(c) A transaction of which the interested Directors have no actual knowledge, and which does not exceed the lesser of, (i) one percent (1%) of the corporation's gross receipts

for the fiscal year immediately preceding the year in which such transaction occurs, or (ii) One Hundred Thousand Dollars ($100,000);

(d) A transaction the Attorney General has approved either before or after it was consummated;

(e) A transaction with respect to which the following facts are established:

(i) The corporation entered into the transaction for its own benefit;

(ii) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(iii) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the Directors then in office excluding the vote of the interested Director(s) and with knowledge of the material facts concerning the transaction and the interested Director's interest in it. Except as provided in paragraph (v) of this subsection, action by a committee of the Board will not satisfy this requirement; and

(iv) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

(v) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (v) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the Directors then in office, excluding the vote of the interested Director(s).

Section 8.02 Interested Director's Vote. In determining whether the Board had validly met to authorize or approve a self-dealing transaction, interested Directors may be counted in determining the presence of a quorum, but an interested Director's vote cannot count toward the required majority for such authorization, approval, or ratification.

Section 8.03 Committee Approval. A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if it was not reasonably practical to obtain approval of the Board prior to entering into the transaction and the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction, and the Board ratifies the transaction at its next meeting by vote of a majority of the Directors then in office without counting the vote of the interested Director or Directors.

Section 8.04 Prior Approval by the Attorney General. The corporation may seek the approval of the Attorney General before consummation of a self-dealing transaction by application setting forth all relevant and material facts.

Section 8.05 Persons Liable and Extent of Liability. If a self-dealing transaction has not been approved as provided above, the interested Director may be required to do such things and pay such damages as in the discretion of a court will provide an equitable and fair remedy to the corporation, taking into account any benefit received by it and whether the interested Director acted in good faith and with the intent to further the corporation's best interests.

Section 8.06 Statute of Limitations. An action to remedy an improper self-dealing transaction, brought by a proper party as defined by Section 5233(c) of the California Nonprofit Public Benefit Corporation Law to remedy an improper self-dealing transaction, must be commenced either:

(a) within two (2) years after written notice setting forth the material facts of the transaction was filed with the Attorney General in accordance with the Attorney General's regulations; or

(b) if no such notice is filed, within ten (10) years after the cause of action accrued.

Section 8.07 Corporate Loans and Advances. The corporation shall not make any loan of money or property to or guarantee the obligation of any Director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, provided that in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the corporation or any subsidiary.

Section 8.08 Annual Statement of Certain Transactions. Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications described in Corporations Code Section 6322 to each of the directors not later than 120 days after the close of the fiscal year. The requirement for an annual statement under this Section 8.08 may be satisfied by including the information set forth in Corporations Code Section 6322 in the annual report provided to Directors pursuant to Section 9.02 below.

Article IX.
OTHER PROVISIONS

Section 9.01 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the President/ Chief Executive Officer, Vice President, Secretary or Chief Financial Officer/ Treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by

any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 9.02 Annual Report. Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, within 120 days after the close of its fiscal year the corporation shall send, by U.S. mail or by electronic transmission, to each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

(b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

Section 9.03 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

Section 9.04 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

Section 9.05 Fiscal Year. The fiscal year of the corporation shall end on the last day of June of each year.

Article X.
INDEMNIFICATION AND INSURANCE

Section 10.01 Indemnification. To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning here as in Section 5238(a) of the Corporations Code. On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or (c), the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in

Corporations Code Section 5238(b) or (c) has been met, and if so, the Board shall authorize indemnification.

Section 10.02 Types of Indemnification Not Permitted. No indemnification shall be made in any circumstances where it appears:

(a) That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) That it would be inconsistent with any condition expressly imposed by a court.

Section 10.03 Insurance. The corporation shall have the power to purchase and maintain insurance on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

Article XI.
AMENDMENTS

Section 11.01 Bylaws. These Bylaws will be reviewed periodically by the Board. These Bylaws may be amended or repealed and new Bylaws adopted only by the Board.

Section 11.02 Effective Date. These Bylaws and any amendments to these Bylaws shall become effective immediately upon their adoption.

# # #

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of LA Coalition for Excellent Public Schools, a California nonprofit public benefit corporation, and that the foregoing bylaws constitute the bylaws of such corporation that were duly adopted by the corporation's Board of Directors by written consent on August ____, 2018.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on August _____, 2018.

_____

_____, Secretary
LA Coalition for Excellent Public Schools

MAGNOLIA PUBLIC SCHOOLS

To: Magnolia Public Schools
From: Patrick Ontiveros, MPS General Counsel
Date: November 1, 2018

RE: MOU with Los Angeles Coalition for Excellent Public Schools

Magnolia Public Schools (MPS) Chief Executive Officer and MPS General Counsel acknowledge that they have read and reviewed the contract/memorandum pertaining to the above matter.

Patrick Ontiveros
MPS General Counsel

11/1/18
Date

Alfredo Rubalcava
MPS CEO & Superintendent

11/1/18
Date

Cover Sheet

Progress on Meeting Local Performance Indicators on the CA School Dashboard

Section:	III. Information/Discussion Items
Item:	A. Progress on Meeting Local Performance Indicators on the CA School Dashboard
Purpose:	Discuss
Submitted by:	
Related Material:	III A MPS Local Indicator Progress.pdf

Board Agenda Item #	Agenda # III A – Information/Discussion Item
Date:	November 8, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard

Proposed Board Recommendation

This is an information item. There is no requirement for the board to *approve* the schools' reports on meeting the local indicators.

Background

State data is not available for some priority areas identified in the Local Control Funding Formula law. For these priority areas, the State Board of Education approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

Local educational agencies receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data. The ratings are: Met, Not Met, or Not Met for Two or More Years. For example, on the local indicator for Implementing State Academic Standards (Priority 2), the local educational agency would receive a Met rating if it:

- Measures its progress on the local indicator based on locally available information, and
- Reports the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

The following are the questions each LEA responds to in the CA School Dashboard to report their progress.

Basic Services and Conditions (Priority 1)
Use locally available information, including data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:

- Teacher misassignments
- Student access to instructional material
- Conditions of school facilities

Implementation of State Academic Standards (Priority 2)

The local educational agency is asked to summarize its progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools.

Parent Engagement (Priority 3)

The local educational agency is asked to summarize the following:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

School Climate (Priority 6)

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and he public through the California School Dashboard.

The local educational agency is asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

Access to a Broad Course of Study (Priority 7)

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Conclusion

Our school leaders have used the self-reflection tools provided by the CDE to report out their evaluation of the progress the school makes towards meeting the local indicators in the five state priorities. The reports are attached for review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. Deadline for submission to the CDE is November 16, 2018. This item will be on the board agenda annually so that our schools can share their progress publicly and meet their local indicators.

Budget Implications

N/A

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

This item is a state requirement. Added benefit is that schools can share their progress on meeting the local indicators with the public.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- MPS Local Indicators Progress – Fall 2018 (one for each MSA)

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * **0**

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * **0**

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-1 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and

corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 **3** 4 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 **3** 4 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**
2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-1 pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-1 has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four ELAC meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-1 achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting four SSC, four ELAC, and seven PTF meetings.

MSA-1 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-1 has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least five activities/events and conducting home-visits to at least 40% of our students.

MSA-1 is also working to schedule annual workshops for parents including parents of ELs and immigrant 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.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English

Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-1 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and also uses open-ended questions to further understand

students' perceptions. MSA-1 strives to improve our students' perceptions of school safety and connectedness.

In 2017-18, 83.0% of our students participated in the survey and their responses provided an average approval rating of 63% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 60% on Topic 4 (Sense of Belonging / School Connectedness).

Our surveys reflected that students feel the greatest area of need is the improvement and expansion of MSA-1's physical campus. There is "no gym or soccer field", and the school has needs like a "better lunch area" and a "high school separate from middle school." Additionally, students expressed the need for "improving security at our school for better protection." In order to address these areas of needs, the school is currently working on an expansion into a building purchased next door to our current site. The new building will allow us to separate high school from middle school. Our construction plans include a new cafeteria, gym, and a green area for students to play sports. We also hired two part time campus aides to help with security and overseeing our campus safety.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-1 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-1 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information

and feedback meetings and regular board meetings.

Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-1 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-1 strives to offer a well-rounded education to our students.

MSA-1 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include United States Government, AP United States History, AP World History, AP English Language & Compost, AP Calculus AB, AP Calculus BC, AP Biology, AP Physics, AP Spanish Language & Culture , AP Spanish Literature & Culture, AP Studio Art, and AP Computer Principles.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-1 had a one-year cohort graduation rate of 98% last year where 85% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-1 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-1 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-1 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc.

Such additional programs depend on the availability of financial and human resources. MSA-1 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-1 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-2 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as

needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 4 **5**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 **3** 4 5

Health Education Content Standards

1 2 **3** 4 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-2 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected

measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**

2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-2 pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-2 has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four ELAC meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-2 achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting four SSC, four ELAC, and seven PTF meetings.

MSA-2 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with the Principal, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-2 has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least five activities/events and conducting home-visits to at least 25% of our students.

MSA-2 is also working to schedule annual workshops for parents including parents of ELs and immigrant 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.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local

governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-2 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-2 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-2 strives to improve our students' perceptions of school safety and connectedness.

The student and parent survey responses expressed concerns which placed a significant emphasis on bullying. To help counterbalance this concern, MSA-2 launched a schoolwide PBIS (Positive Behavioral Interventions and Supports) program this year in partnership with LACOE. During this program, students have been placed into four houses who compete for positive recognition and team points related to excellent behavior expectations being met, as well as during other team activities. Teachers are also assigned to houses to support and compete for rewards. At the end of the year, the house with the highest points will be going to Universal Studios as a reward for their hard work. Last year, a leadership team comprised of a PBIS Coach as well as the Dean of Students attended three coaching day trainings with LACOE, and additional PBIS Committee members joined in three more days of team training days, which included a Special Education teacher, and a math teacher. The goal of the trainings last year was to prepare for the launch of the PBIS system this year. This year, a parent and school district Board member have joined the team training days for our school with LACOE to support the program implementation. The team branded "Be RAD" as the motto for the schoolwide behavioral expectations which stands for "Be Respectful Attentive and Dependable". This expectation has been reinforced with weekly videos made by the ASB student government elected stakeholders and which are shared with the full students during their PBIS Team time during Advisory and SSR classes each week. Data is compiled related

to each house and shared with all students during weekly announcements on the PA system as well as displayed on a bulletin board for all students and parents to view. Students, staff and parents have all expressed positive results thus far related to the decreased incidents of bullying which have occurred as a result of this intervention.

In 2017-18, 89.0% of our students participated in the survey and their responses provided an average approval rating of 72% on the eight topics of the survey, with a rating of 65% on Topic 3 (Safety) and a rating of 50% on Topic 4 (Sense of Belonging / School Connectedness).

Based on student feedback, student facilities posed a concern during the previous academic year which contributed to a decreased sense of belonging and school connectedness. To address this concern, student restrooms were improved this year to include upgraded lock systems in the stalls, seat covers, paper towel dispensers, as well as to renovate some of the stalls which were in disarray. Further, this year, we expanded the athletic facilities which students are able to utilize during our Physical Education program to incorporate more days on the co-location facilities. The goal of these changes is to create an increased sense of connection to the school and belonging. In addition, to help students cope with Social Emotional needs, we hired a full-time psychologist and counselor who helps students cope with issues which are causing them to not feel a sense of belonging.

To support students' concern about a lack of school safety, this year, we implemented a walkie talkie system for a more efficient communication between school administration and supervision staff. Additionally, we placed large banners in front of the school on the Victory Blvd. entrance to school to help block the visibility of the students at the entrance to campus from the outside passers by and increase students' privacy and sense of security. Further, we implemented a monthly K9 search calendar to help increase student safety related to banned substances on campus. Moreover, we submitted a proposal to our MPS Board of Directors which was approved granting us the ability to expand school surveillance cameras to include a video monitoring system inside classrooms in collaboration with LAUSD and LACOE.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-2 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-2 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to

all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP AP United States History, AP English Language & Composition, AP Calculus AB, AP Environmental Science, AP Spanish Language and Culture, AP Studio Art: 2-D Design, AP Computer Science Principles.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-2 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-2 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-3 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as

needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

MSA 3 is working toward State Board for Education requirements. This year we enhanced health education, physical education in alignment with model content standards. We have a band, and we have graphic design for another VAPA possibility. Teachers are collaborating weekly to ensure curriculum and instruction are excellent.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 **4** 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Great success take away focusing on our teachers----> Most teachers are doing a great job communicating with parents regularly, and it's good that parents know how easy it is to contact the teacher using Coolsis messages. **Also another big celebration from the comments, the academic roadmaps and support we provide to ensure that students have a chance to go to college. We have an increase overall in all areas except growth mindset. This is a big jump for staff to consider Fairness, Rules and Norms are in place.

Findings Based on Average Approval Rates of Survey Topics/Questions:
There is a 2% increase for student average approval, 4% increase for parents and 8% increase for staff. More strategies and time dedicated by the admin team, staff, and teachers are needed in order to have significant improvements for all stakeholders.

GREATEST PROGRESS:
For each topic, there is an increase in the average approval ratings for 99% of the areas with all stakeholders. The 1% is topic #5, which is the growth mindset. To increase this and other areas the school goals, summer bridge program, and onboarding practices for staff, and orientation have to center on hitting these topics. Also providing opportunities for ASB, Assemblies and other professional development plans center on the topic areas.
The highest approval ratings for students are the climate for academic learning, self-efficacy, and self-management. This is probably a result of our tutoring, power math/english, saturday schools, our edge coach/therapist, and our ssr classes that focus on college/career development, and life skills. We hope to increase

this by having one-to-one chromebooks, helping parents receive free wi-fi in the home, 24 hour tutoring help online, offering more saturday intervention and skills building courses, along with more parenting courses on how to get their children to and through classes.
The highest ratings for families are climate support for academic learning, and a sense of belonging. and this can be contributed due to our coolsis system, progress reports are more frequent home visits. There are opportunities to meet with at least one administration for a one on one meeting within 4-24 hours and our parent stakeholder meetings weekly. Teachers are encouraged to reply to parents within 24 hours to resolve any issues.
The two highest ratings for staff were the climate support for academic learning at 91%, and knowledge and fairness of Discipline, rules and norms (2016 it was 57% and now its 75%). Our efforts included reviewing the entire parent student handbook with all students on their first three days of school, setting the rules, expectations in every class. The goal is to streamline classroom rooms, expectations to be consistent school wide.

GREATEST NEEDS:
Students have to improve in all topics (Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness); Growth Mindset; Self-Efficacy; Social Awareness). One serious concern is safety from the staff perspective. It's still very low. We want students, staff and any guests to feel safe. There are too many fights on our campus; additional support is needed. We are working on parent volunteers but we need trained professionals who can help get fighting down to zero. Each topic can be taught throughout one or two days of the school year. We can have our teachers focus on it in all classes and build a curriculum around these areas that everyone teachers. We will embed more restorative practices next year. The goal is to have more learning communities with our teachers and staff to help streamline and follow up on these topics that need support and focus. Time has to be given to deans and principals to focus on increasing the rates for all of these topics.

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**
2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**

3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-3 pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-3 has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four ELAC meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-3 achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting four SSC, four ELAC, and seven PTF meetings.

MSA-3 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-3 has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least five activities/events and conducting home-visits to at least 40% of our students.

MSA-3 is also working to schedule annual workshops for parents including parents of ELs and immigrant 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.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-3 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-3 strives to improve our students' perceptions of school safety and connectedness.

Student: 59% Family: 91% Staff: 72%

In 2017-18, 86.3% of our students participated in the survey and their responses provided an average approval rating of 59% on the eight topics of the survey, with a rating of 57% on Topic 3 (Safety) and a rating of 50% on Topic 4 (Sense of Belonging / School Connectedness).

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the

primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-1 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-1 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-3 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master

schedule, elective forms, class rosters, student schedules and transcripts, MSA-1 strives to offer a well-rounded education to our students.

MSA-3 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World, AP Art History, AP Computer Science, AP English Lit.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-3 had a one-year cohort graduation rate of 100% last year where 75% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-3 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-3 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-3 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-3 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-3 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * **0**

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * **0**

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-4 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as

needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards

- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 **3** 4 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 **3** 4 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs that is focused on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provides PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**

3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. ***Seeking Input in School/District Decision Making***

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**
2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. ***Promoting Participation in Programs***

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-4 pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-4 has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school

decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-4 achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting four SSC, and eight PTF meetings.

MSA-4 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 10% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin/PTF, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.

MSA-4 is also working to schedule annual workshops for parents. 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.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Coffee with the Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-4 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-4 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-4 strives to improve our students' perceptions of school safety and connectedness.

We realized an increase in overall satisfaction with our student population. Unfortunately, we experience a slight decline with our families and a decline with our staff. This data is crucial to the well-being of our school community and we will make every effort to maintain and/or increase our students' satisfaction rate and improve our family and staff rates.

We experienced a change in personnel which has caused some dissatisfaction with our staff. There is a consistent effort being made to support all staff as we collectively strive to move our students toward greater academic and social success.

We have had an increase in challenging behaviors and we continue to employ PBIS strategies with our students. Our enrollment is very transitory and it can take time for our new students to assimilate, but it usually happens. We will

continue to support our students and staff in this area.

To highlight what is being done well at MSA 4, this is what one of our parents wrote, “They're preparing all students for college and adulthood." Lastly, one of our students stated that he/she likes "That the **teachers** care about us and our **future**."

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

MSA 4 has realized an increase in the area of our overall approval rating with our student stakeholder group. It is imperative to continue working in improving our students’ experiences as they are our best advertisement.

GREATEST PROGRESS:

Even with a slight decline with our student and staff stakeholder groups, climate of support for academic learning has the highest rating for each group. MSA 4 will continue to provide our students with academic supports during and after the instructional day.

GREATEST NEEDS:

All stakeholder groups have expressed concerns around student behavior/discipline. We have begun having critical conversations around how to appropriately address this concern - staffing, additional supports, training, etc.

OPTIONAL:

I found our staff survey results to be most surprising. We have begun having meaningful individual and whole group conversations in an effort to improve our staff’s overall experience.

MSA 4 will continue to analyze its survey results and share the results and findings with our stakeholders and feedback meetings and regular board meetings.

-

Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-4 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-4 primary goal is to offer a well-rounded educational experiences to our students.

Our college counselor provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. We also encourage and support our students as they pursue dual-enrollment at local community colleges.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes

to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include, AP World History, AP English Language & Composition, AP Spanish Language & Culture, and AP Statistics and Probabilities.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-4 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-4 had a four-year cohort graduation rate of 100% last year.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-4 provides access to a college-preparatory, STEAM focused broad course of study for all students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-4 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-4 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, arts programs, civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-4 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-4 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-5 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as

needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 **4** 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-5 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-5 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected

measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**

2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-5 pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-5 has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four ELAC meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-5 achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting four SSC, four ELAC, and seven PTF meetings.

MSA-5 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-5 has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least five activities/events and conducting home-visits to at least 40% of our students.

MSA-5 is also working to schedule annual workshops for parents including parents of ELs and immigrant 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.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local

governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-5 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-5 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-5 strives to improve our students' perceptions of school safety and connectedness.

WRITE HERE YOUR FINDINGS OF STUDENT SURVEY LAST YEAR (HIGHEST, LOWEST AREAS, ... For example;)

In 2017-18, 83.0% of our students participated in the survey and their responses provided an average approval rating of 63% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 60% on Topic 4 (Sense of Belonging / School Connectedness).

WRITE HERE YOUR REFLECTIONS OF THE STUDENT SURVEY FINDINGS, WHAT ACTIONS YOU HAVE IMPLEMENTED TO ADDRESS THEM AND WHETHER THESE ACTIONS ARE HELPING.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-5 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-5 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-5 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-5 strives to offer a well-rounded education to our students.

MSA-5 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP: Spanish and Language Arts.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-5 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-5 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-5 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-5 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-5 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-5 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-5 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services

outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-6 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as

needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 4 **5**

History-Social Science

1 2 3 4 **5**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 **3** 4 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts (we offer this as after school club)

1 2 **3** 4 5

World Language

1 2 3 4 5

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected

measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**

2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-6 pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-6 has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four ELAC meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-6 achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting four SSC, four ELAC, and seven PTF meetings.

MSA-6 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-6 has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least five activities/events and conducting home-visits to at least 25% of our students.

MSA-6 is also working to schedule annual workshops for parents including parents of ELs and immigrant 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.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local

governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-6 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-6 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-6 strives to improve our students' perceptions of school safety and connectedness.

In 2017-18, 83.0% of our students participated in the survey and their responses provided an average approval rating of 62% on the eight topics of the survey, with a rating of 70% on Topic 1 (Climate of support for academic learning) and a rating of 53% on Topic 4 (Sense of Belonging / School Connectedness).

Our surveys reflected that students feel the greatest area of need is the improvement of school activities and positive reinforcement. There is not enough after school clubs and sport tournaments. Additionally, students expressed the need for more student engagement and more fun projects/homework. In order to address these areas of needs, our school added more fun clubs for our after school program and established some sport games with our sister school MSA-4. PE teachers are working together and setting some games such as boys and girls soccer games. Moreover, we are implementing PBIS this year and having assemblies to recognize students for their academic and behavior improvements.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-6 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-6 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-6 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-7 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as

needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 **4** 5

Health Education Content Standards

1 2 3 4 **5**

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 5

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 88 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected

measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**

2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-7 pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), English Learner Advisory Committee (ELAC), PACE Coordinators and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-7 has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four ELAC meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-7 achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting four SSC, four ELAC, and seven PTF meetings.

MSA-7 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin,Community Events such as Spelling Bee, STEAM EXPO, Harvest Festival, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-7 has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least 10 activities/events and conducting home-visits to at least 24 % of our students.

MSA-7 is also working to schedule annual workshops for parents including parents of ELs and immigrant 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.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local

governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-7 conducts the CORE Districts survey instrument to students in grades 2-5, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-7 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-7 strives to improve our students' perceptions of school safety and connectedness.

In 2017-18, 98% of our 3rd grade to 5th grade students participated in the survey and their responses provided an average approval rating of 69% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 59% on Topic 4 (Self Efficacy), and a rating of 58% on Topic 5 (Growth Mindset). Whereas 86% answered the question positively to the question of "Overall, I am satisfied and would recommend this school to other students."
Our teachers are trained to increase growth mind set during the inservice days. Also all of our staff members getting training to implement PBIS.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-7 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-7 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-7 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-7 strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition such as Computer, PE/Health, Life Skills (Character Education)

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Enrichment Courses based on student needs and interests.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-7 provides access to a college awareness, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-7 will continue to provide access to a college career week to awaken college going culture. In an effort to provide more well-rounded education to our students, MSA-7 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-7 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-7 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA Bell conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as

needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans help ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, supports and intervention for Students with Disabilities, 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. While the primary focus has mostly been on the ELA/Literacy, math, SPED, and ELD over the past few years, MSA Bell has also provided PD and supported our teachers on induction, NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**
2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA Bell pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA Bell has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four ELAC meetings, and nine PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA Bell achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting six SSC, four ELAC, and ten PTF meetings.

MSA Bell has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee Chats, Parent College, parent workshops, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA Bell has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least fifteen activities/events and conducting home-visits to at least 25% of our students.

MSA Bell is also working to schedule annual workshops for parents including parents of ELs and immigrant 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.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings or informational sessions, school events, surveys, home visits, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA and other school plans.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee Chats, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need. (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the yearly SPSA. In addition, MSA Bell conducts surveys for parents, students, and staff, and the staff makes home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA Bell conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA Bell disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA Bell strives to improve our students' perceptions of school safety and connectedness.

In 2017-18, 100.0% of our students participated in the survey and their responses provided an average approval rating of 80% favorable school experience and 80% report a favorable climate for learning. The areas of need are in the area of growth mindset with 59% and self-efficacy with 57% of the students answering favorably.

One of our areas of focus the previous year and will continue to be the focus for the 2018-19 is the area of social-emotional development. Mentorships and advisory lessons that focus on areas of need have been strategy that are currently being practiced.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA Bell uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA Bell uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey, students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA Bell strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or two different world language courses that would earn credit towards their high school pathway.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA Bell provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA Bell will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA Bell will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA Bell will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA Bell provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-San Diego conducts credential review as part of teacher hiring process and supports our teachers' credentialing

needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 **3** 4 5

Health Education Content Standards

1 2 **3** 4 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected

measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**

2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-San Diego pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), Local Governance Committee and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-San Diego has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four Local Governance Committee Meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-San Diego achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting the SSC,PTF , and LCAP meetings.

MSA-San Diego has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 12% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-San Diego has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least five activities/events and conducting home-visits to at least 16% of our students.

MSA-San Diego is also working to schedule annual workshops for parents including parents of ELs and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,, using SIS to check student progress, study habits, and family literacy.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings,, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP).Feedback from our parent advisory committee provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-San Diego conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-San Diego disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-San Diego strives to improve our students' perceptions of school safety and connectedness.

In 2017-18, 88.7 % of our students participated in the survey and their responses provided an average approval rating of 66% on the eight topics of the survey., with a rating of 54% on Topic 3 (Safety) and a rating of 58% on Topic 4 (Sense of Belonging / School Connectedness). Our approval rating for students decreased 1 percent point, Topic 3 decreased 2 percent ponts and Topic for decreased 5 percent points compared to last year. Based on the free responses the main reason for the decrease is not having the school facilities for the first 8 weeks and the late completion of the permanent site.One of our goals for our students is to provide a learning environment where student learn skills to become independent learners. Based on student survey results the highest approval rates are "Self Management " and "Climate of Support for Academic Learning". These results attest that we are on the right path.

MSA-San Diego also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-San Diego uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-San Diego uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-San Diego designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-San Diego strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-San Diego will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips,, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-San Diego will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-San Diego provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: * 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: * 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-SA conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as

needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

-

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 **5**

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-SA ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

-

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected

measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. **The key findings from the survey related to seeking input from parents/guardians in school and district decision making;**
2. **The key findings from the survey related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. **The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;**
2. **The local educational agency's progress on at least one measure related to promoting parental participation in programs; and**
3. **Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.**

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. **Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.**

2. **Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.**
3. **Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.**

B. *Promoting Participation in Programs*

1. **Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.**
2. **Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.**
3. **Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.**

Text is limited to 3000 characters

MSA-SA pursues an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This includes, but is not limited to, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings, parent activities/events, web portal, home-visits, and school experience surveys.

MSA-SA has selected the following metrics as measures in seeking input in school decision making: holding at least four SSC meetings, four ELAC meetings, and four PTF meetings per year. Such meetings provide ways to seek input from our stakeholders in school decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-SA achieved its annual measurable outcomes on seeking input in school decision making in the past year by hosting four SSC, four ELAC, and seven PTF meetings.Parent and Community Engagement (PACE) Coordinator was hired to increase parents' involvement.

MSA-SA has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-SA has achieved its annual measurable outcomes on promoting participation in programs in the past year by hosting at least five activities/events and conducting home-visits to at least 25% of our students.

MSA-SA is also working to schedule annual workshops for parents including parents of ELs and immigrant 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, SEL frameworks,and family literacy.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on parent engagement.**

Text limit is 1500 characters

In order to promote learning and provide a more positive learning experience for our students, MSA-SA has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

-

School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local

governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-SA conducts the CORE Districts survey instrument to students in grades 3-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-SA disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-SA strives to improve our students' perceptions of school safety and connectedness.

Students in Elementary like their teachers and all the STEAM related activities that take place in their school. Students in Secondary also like their teachers and their college counselor. The student enjoy their AP classes and PE.
Additionally, students in secondary like having small class size, the friends that they've made and the pizza hut they get for lunch once a month!

The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name calling/bad words happening in school. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage and having multiple Spanish teachers this year.

In 2017-18, 88.5% of our students participated in the survey and their responses provided an average approval rating of 64% on the eight topics of the survey, with a rating of 61% on Topic 3 (Safety) and a rating of 61% on Topic 4 (Sense of Belonging / School Connectedness).
The Elementary students suggested that we offered better food, a playground, and more sports. The Secondary students

suggested better food, having more sports, and having a gym. Additionally, the students suggested that we revisited our teacher contracts because they would not like to see teacher leaving in the middle of the year.

Lastly, students suggested that the school have stricter sanctions for some students that display repetitive negative behaviors.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-1 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-SA uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

-

Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

MSA-SA designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-SA strives to offer a well-rounded education to our students.

MSA-SA provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students

have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History,AP World History,AP Language & Composition,AP Stats,AP Computer principles

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-SA offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-SA had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

MSA-SA provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

MSA-SA will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-SA will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-SA will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-SA provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Cover Sheet

Update on California Department of Education Compliance Letter for MSA-Santa Ana

Section: III. Information/Discussion Items
Item: B. Update on California Department of Education Compliance Letter for MSA-Santa Ana
Purpose: Discuss
Submitted by:
Related Material: III B CDE Compliance Letter.pdf

Board Agenda Item #	III B- Information Item
Date:	November 8, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Annual Oversight by the California Department of Education (CDE), our charter authorizer (Overview and Discussion)

Proposed Board Recommendation

Information Item- No action required

Background

Oversight Visits Overview

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders or folders. The Home Office supports the schools in preparation for the oversight visits through mock visits, document preparation and review, and attendance to the oversight visits.

2018-19 Oversight Visit

MSA-Santa Ana was visited by the CDE on October 2 and 3 of this year.

MSA-Santa Ana	SBE	Yes	2-day visit; Board member was in attendance

Oversight Visit Report

Authorizers typically provide the school with a report after their visit to delineate the school's areas of strength and areas for improvement as well as areas of compliance and non-compliance, if applicable. The school leadership and the Home Office review those reports very carefully for continuous improvement of our schools.

The attached letter from the CDE for MSA-Santa Ana. The letter states that the school is in compliance with the charter petition and the MOU.

Name of Staff Originator:

Erdinc Acar, Chief Academic Officer

Attachments

- October 2018 CDE Site Visit Letter: No Concerns (MSA-Santa Ana)

CALIFORNIA DEPARTMENT OF EDUCATION
TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

October 22, 2018

Saken Sherkhanov, Board Chair
Erdinc Acar, Regional Director
Alfredo Rubalcava, Superintendent of Instruction
Varol Gurler, Principal
Magnolia Science Academy−Santa Ana
2840 West 1st Street
Santa Ana, CA 92703

Dear Mr. Sherkhanov, Director Acar, Superintendent Rubalcava, and Principal Gurler:

Subject: Summary of Annual Site Visit for Magnolia Science Academy−Santa Ana
Conducted on October 2 and 3, 2018

Thank you for the opportunity to visit Magnolia Science Academy−Santa Ana (MSA−SA). The California Department of Education (CDE) appreciates the tremendous amount of work you orchestrated before and during the site visit.

Based on interviews conducted with school leadership and staff, and through classroom observations, the CDE reviewed the information gathered and has determined that MSA−SA is in compliance with the MSA−SA charter petition, and the Memorandum of Understanding between the California State Board of Education and MSA−SA.

If you have any questions regarding this letter, please contact Carrie Lopes by phone at 916-323-2694 or by e-mail at clopes@cde.ca.gov.

Sincerely,

/s/

Lisa F. Constancio, Director
Charter Schools Division

LFC:mlh

cc: Karen Stapf Walters, Executive Director, California State Board of Education
Nick Schweizer, Deputy Superintendent, Systems Support Branch, California Department of Education

Sent via First Class Mail and Email to:
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Cover Sheet

Financial Update- September 2018

Section:	III. Information/Discussion Items
Item:	C. Financial Update- September 2018
Purpose:	Discuss
Submitted by:	
Related Material:	III C Magnolia Sept 2018 DMS Monthly Update.pdf

MAGNOLIA
FOUNDATION
Sept 2018 Monthly
Financial Update
(Actuals through 9/30/18)
DMS
DELTA MANAGED SOLUTIONS

Sept 2018 Financial Update: Executive Summary

- Year-to-date trending through September continues to show general alignment with the July 1 budget – detail reports are included for each campus
- New report added this month is the "by site" summary, showing year to date revenues, expenses, and balances for each site on a single page
- Enrollment is lower than originally anticipated at several locations, and will require ongoing budget review and revision to align spending to adjusted revenue targets. MPS staff will bring the First Interim Budget to the Board in November, reflecting updated enrollment, revenue, and expenditure projections
- Current Budget Forecast includes $2.2 million variance from July Budget in one-time Prop 39 Energy projects postponed from 2017-18 – one option to mitigate this variance is an audit adjustment to defer the $2.2 million in corresponding revenues from 2017-18 to 2018-19 to offset this expense
- Cash flow is sufficient at each campus and overall – this Update includes summary cash flow graphs as well as detailed year-to-date cash flow reports at each campus

September 2018 Financial Update: State Economic Outlook

- Statewide revenues remain strong on all fronts - Legislative Analyst's Office shows statewide tax collections at $1.43 billion above budgeted projections through the first quarter
- UCLA predicts overall positive state economic situation with positive projections for budget year. Unemployment rate is holding steady around 4.2%
- One-time discretionary block grant confirmed at $184/ADA
- $300 million statewide for low-performing students who are not LCFF unduplicated pupils – about $2,000/student this year. Estimated grant for all MSA's combined is $205k, to be added to revenues at First Interim
- At this point, we do not anticipate any other new substantive changes in 2018-19 statewide revenues or grant funding
- Rainy day support at the state level continues to improve, mitigating the impact of a future economic downturn, and means we can rely more on revenue projections in Years 2-5
- Magnolia should be cautious, as always, but can reasonably rely on State revenue projections for the next few years given the "rainy day fund" at the State level

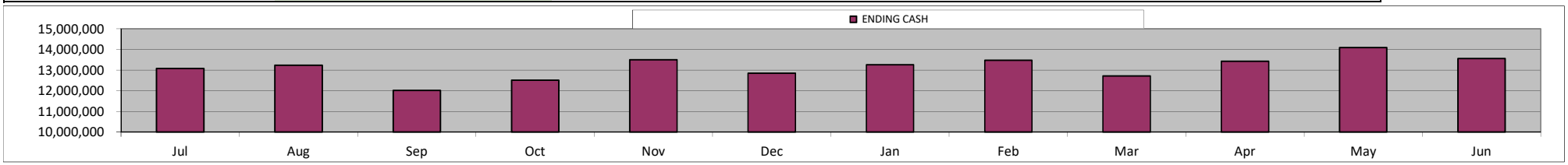
Year-To-Date Revenues & Expenses - BY SITE

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	TOTAL
Revenue												
LCFF Entitlement	-	712,444	588,645	581,119	224,639	293,266	193,113	340,329	600,949	1,763,274	618,216	5,915,994
Federal Revenue	-	1,840	-	-	8,659	-	8,002	14,173	24,393	-	-	57,067
Other State Revenues	-	99,267	41,530	91,603	25,686	6,191	16,432	29,105	50,093	132,207	36,556	528,671
Other Local Revenues	1,702,524	11,797	5,077	4,860	8,075	1,238	-	2,412	973	5,277	1,329	1,743,561
Total Revenue	**1,702,524**	**825,347**	**635,251**	**677,582**	**267,060**	**300,695**	**217,547**	**386,019**	**676,408**	**1,900,759**	**656,101**	**8,245,293**
Expenses												
Certificated Salaries	89,228	654,426	476,068	437,975	185,672	236,171	160,891	262,376	357,231	646,083	350,704	3,856,827
Classified Salaries	460,238	147,417	112,777	155,217	27,575	40,224	21,494	66,185	104,444	188,961	82,334	1,406,866
Benefits	148,220	226,102	185,574	162,277	61,081	97,116	46,893	88,634	123,542	237,485	118,854	1,495,778
Books and Supplies	56,279	107,834	92,473	32,417	30,619	38,828	27,123	43,265	61,692	59,381	60,041	609,951
Services and Operations	285,236	577,934	289,284	483,151	95,382	49,188	65,629	287,449	322,646	497,275	210,848	3,164,023
Depreciation / Cap Outlay	-	5,845	-	-	-	-	-	-	-	-	9,800	15,645
Other Outflows	-	-	-	-	2,642	-	(3,146)	(8,611)	(14,821)	218,031	44,690	238,785
Total Expenses	**1,039,202**	**1,719,556**	**1,156,176**	**1,271,038**	**402,972**	**461,527**	**318,885**	**739,299**	**954,733**	**1,847,216**	**877,270**	**10,787,874**
YTD Net Revenues	**663,322**	**(894,208)**	**(520,925)**	**(593,456)**	**(135,912)**	**(160,831)**	**(101,338)**	**(353,281)**	**(278,325)**	**53,543**	**(221,170)**	**(2,542,581)**
Fund Balance												
Beginning Balance (Unaud.)	793,959	4,811,843	1,255,568	1,071,970	1,493,450	1,935,360	1,603,901	1,498,195	4,083,717	7,502,296	1,165,312	27,215,571
YTD Net Revenues	663,322	(894,208)	(520,925)	(593,456)	(135,912)	(160,831)	(101,338)	(353,281)	(278,325)	53,543	(221,170)	(2,542,581)
Current Fund Balance	**1,457,281**	**3,917,635**	**734,643**	**478,514**	**1,357,538**	**1,774,529**	**1,502,563**	**1,144,914**	**3,805,392**	**7,555,839**	**944,142**	**24,672,990**

DMS
DELTA MANAGED SOLUTIONS

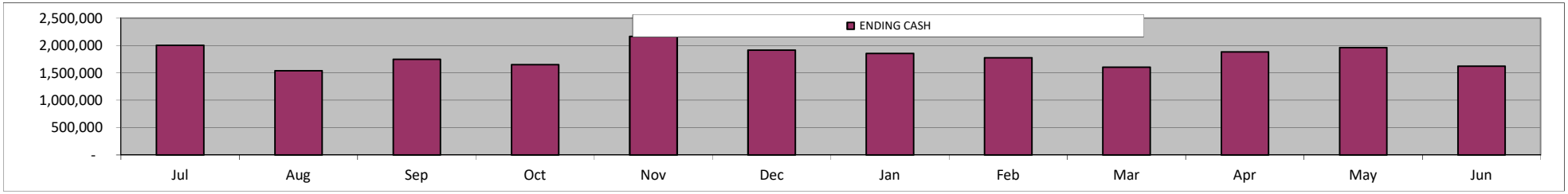
Monthly Cash Flow (Actuals + Projections)

All MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**13,516,040**	**13,075,206**	**13,227,505**	**12,017,572**	**12,511,497**	**13,496,321**	**12,845,700**	**13,249,825**	**13,469,366**	**12,714,731**	**13,426,214**	**14,087,341**		
Revenue														
LCFF Entitlement	697,892	2,829,393	2,388,710	4,076,987	3,113,404	3,167,736	4,004,516	3,667,228	3,756,207	4,439,150	3,461,028	3,521,111	2,670,589	**41,793,952**
Federal Revenue	55,268	4,175	(2,376)	34,667	465,350	108,960	188,725	536,248	203,829	304,698	624,730	332,398	1,148,798	**4,005,469**
Other State Revenues	105,779	75,608	347,283	293,099	724,319	301,742	631,562	478,235	222,645	512,966	976,111	708,701	933,268	**6,311,318**
Other Local Revenues	281,052	1,313,857	148,652	539,801	550,629	564,585	532,038	558,224	540,726	541,390	527,439	533,039	(120,595)	**6,510,837**
Total Revenue	**1,139,992**	**4,223,033**	**2,882,268**	**4,944,554**	**4,853,702**	**4,143,023**	**5,356,841**	**5,239,935**	**4,723,407**	**5,798,205**	**5,589,308**	**5,095,248**	**4,632,060**	**58,621,577**
Expenses														
Certificated Salaries	955,857	1,417,464	1,483,506	1,567,768	1,557,453	1,557,453	1,557,453	1,557,453	1,658,453	1,557,453	1,557,453	2,065,111	(436,927)	**18,055,951**
Classified Salaries	376,694	478,137	552,036	482,413	482,413	484,508	484,508	484,508	484,508	484,508	484,508	500,258	58,138	**5,837,134**
Benefits	229,686	783,285	482,807	712,475	710,120	710,120	728,960	712,475	729,688	681,412	681,412	588,038	689,588	**8,440,066**
Books and Supplies	8,448	227,631	373,872	211,235	134,723	157,649	371,777	369,967	408,305	360,225	512,612	468,464	(88,092)	**3,516,816**
Services and Operations	312,877	1,565,504	1,285,642	1,437,534	1,382,620	1,499,599	1,772,215	1,858,187	1,967,380	1,969,497	1,658,569	1,975,357	151,200	**18,836,181**
Depreciation / Cap Outlay	-	9,800	5,845	21,442	21,442	26,759	28,224	28,224	28,224	28,224	28,224	28,224	3,035,885	**3,290,519**
Other Outflows	43,042	10,110	155,840	48,001	48,001	48,001	48,001	48,001	131,758	47,992	47,992	47,992	(129,528)	**595,203**
Total Expenses	**1,926,603**	**4,491,930**	**4,339,547**	**4,480,869**	**4,336,773**	**4,484,090**	**4,991,139**	**5,058,816**	**5,408,316**	**5,129,311**	**4,970,770**	**5,673,442**	**3,280,263**	**58,571,870**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	1,682,702	619,504	148,515	-	421,291	-	-	-	-	-	-	-		**2,872,012**
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Other Assets	74,767	28,278	(28,469)	(8,182)	8,182	-	-	-	-	-	-	-		**74,576**
Fixed Assets	-	-	-	(19,027)	(19,027)	(19,027)	(19,027)	(19,027)	(19,027)	(19,027)	(19,027)	(19,027)		**(171,245)**
Due To (From)	(102,094)	(46,305)	(179,382)	-	-	-	-	-	-	-	-	-		**(327,781)**
Expenses - Prior Year Accruals	(1,217,355)	(174,168)	6,871	-	-	(347,976)	-	-	-	-	-	-		**(1,732,628)**
Accounts Payable - Current Year	(67,661)	18,471	435,598	-	-	-	-	-	-	-	-	-		**386,408**
Summerholdback for Teachers	-	-	-	69,117	69,117	69,117	69,117	69,117	69,117	69,117	69,117	69,117		**622,049**
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	(24,583)	(24,583)	(135,787)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(119,816)	(7,500)	(7,500)	(7,500)		**(385,603)**
Total Other Transactions	**345,776**	**421,197**	**247,346**	**30,240**	**467,896**	**(309,554)**	**38,423**	**38,423**	**(69,727)**	**42,589**	**42,589**	**42,589**		**1,337,788**
Total Change in Cash	**(440,834)**	**152,299**	**(1,209,933)**	**493,925**	**984,824**	**(650,621)**	**404,125**	**219,542**	**(754,636)**	**711,483**	**661,128**	**(535,605)**		**1,387,494**
ENDING CASH	**13,075,206**	**13,227,505**	**12,017,572**	**12,511,497**	**13,496,321**	**12,845,700**	**13,249,825**	**13,469,366**	**12,714,731**	**13,426,214**	**14,087,341**	**13,551,737**		



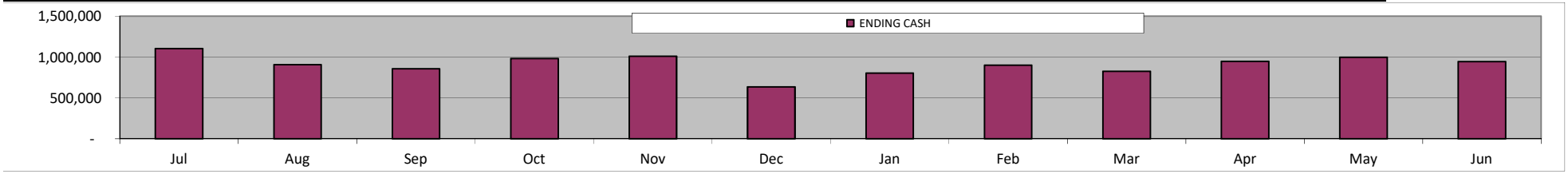
Monthly Cash Flow (Actuals + Projections)

MSA - 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**2,044,087**	**2,006,323**	**1,539,324**	**1,747,680**	**1,653,114**	**2,166,475**	**1,915,200**	**1,856,705**	**1,779,611**	**1,607,323**	**1,885,510**	**1,963,329**	**1,625,856**	
Revenue														
LCFF Entitlement	75,698	343,603	293,142	637,953	456,763	456,763	637,953	591,563	616,190	844,918	616,190	616,190	692,133	**6,879,059**
Federal Revenue	-	1,840	-	7,280	104,206	27,170	55,832	104,206	27,170	61,108	104,206	27,170	658,223	**1,178,414**
Other State Revenues	12,965	-	86,302	24,805	351,164	27,079	86,858	52,437	37,227	191,048	220,926	107,957	205,850	**1,404,617**
Other Local Revenues	6,000	-	5,797	6,319	6,319	6,319	6,319	6,319	6,319	6,319	6,319	6,319	(4,486)	**64,182**
Total Revenue	**94,663**	**345,443**	**385,241**	**676,357**	**918,452**	**517,331**	**786,962**	**754,525**	**686,906**	**1,103,393**	**947,642**	**757,637**	**1,551,721**	**9,526,272**
Expenses														
Certificated Salaries	154,335	268,954	231,137	236,049	236,049	236,049	236,049	236,049	252,049	236,049	236,049	374,497	(144,428)	**2,788,888**
Classified Salaries	42,241	44,889	60,287	53,437	53,437	53,437	53,437	53,437	53,437	53,437	53,437	53,437	55,652	**684,005**
Benefits	28,667	107,975	89,460	103,417	102,195	102,195	111,970	103,417	106,138	95,019	95,019	118,559	42,471	**1,206,502**
Books and Supplies	1,270	66,710	39,854	18,872	11,753	17,043	65,724	60,039	68,917	62,423	98,936	100,334	(23,526)	**588,348**
Services and Operations	11,951	325,251	240,732	293,789	292,247	294,523	312,919	313,318	313,294	312,919	321,022	382,924	(34,445)	**3,380,445**
Depreciation / Cap Outlay	-	-	5,845	5,956	5,956	5,956	5,956	5,956	5,956	5,956	5,956	5,956	301,728	**361,176**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**238,463**	**813,779**	**667,314**	**711,521**	**701,638**	**709,204**	**786,055**	**772,217**	**799,791**	**765,805**	**810,420**	**1,035,707**	**197,452**	**9,009,365**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	394,636	143,578	7,398	-	355,950	-	-	-	-	-	-	-		**901,562**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	(70,091)	(70,091)	(70,091)	(70,091)	(70,091)	(70,091)	(70,091)	(70,091)	(70,091)		**(630,823)**
Due To (From)	(115,465)	(46,305)	406,014	-	-	-	-	-	-	-	-	-		**244,244**
Expenses - Prior Year Accruals	(173,135)	(95,937)	-	-	-	-	-	-	-	-	-	-		**(269,072)**
Accounts Payable - Current Year			77,017	-	-	-	-	-	-	-	-	-		**77,017**
Summerholdback for Teachers				10,689	10,689	10,689	10,689	10,689	10,689	10,689	10,689	10,689		**96,203**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**106,036**	**1,336**	**490,429**	**(59,402)**	**296,548**	**(59,402)**	**(59,402)**	**(59,402)**	**(59,402)**	**(59,402)**	**(59,402)**	**(59,402)**		**419,132**
Total Change in Cash	**(37,764)**	**(467,000)**	**208,356**	**(94,566)**	**513,361**	**(251,275)**	**(58,496)**	**(77,094)**	**(172,287)**	**278,186**	**77,819**	**(337,473)**		**936,039**
ENDING CASH	**2,006,323**	**1,539,324**	**1,747,680**	**1,653,114**	**2,166,475**	**1,915,200**	**1,856,705**	**1,779,611**	**1,607,323**	**1,885,510**	**1,963,329**	**1,625,856**		



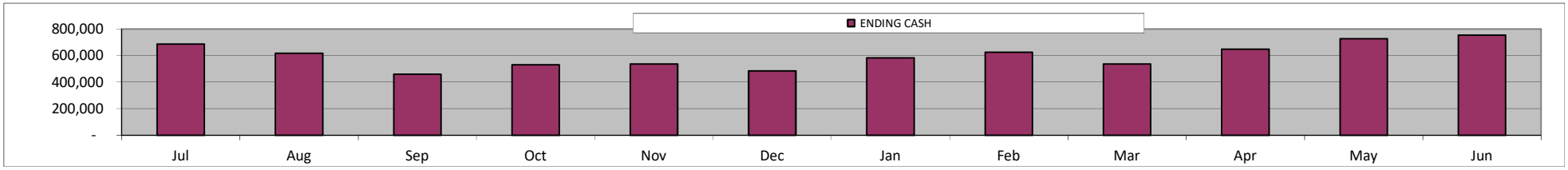
Monthly Cash Flow (Actuals + Projections)

MSA - 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,094,844**	**1,105,744**	**907,929**	**856,871**	**982,101**	**1,010,405**	**636,248**	**804,077**	**901,239**	**827,270**	**947,745**	**998,143**	**946,693**	
Revenue														
LCFF Entitlement	63,824	283,685	241,136	529,040	379,649	379,649	529,040	440,359	375,958	496,539	375,958	375,958	446,106	**4,916,902**
Federal Revenue	-	-	-	-	53,650	-	37,651	91,301	37,651	67,088	91,301	37,651	83,088	**499,381**
Other State Revenues	10,929	-	30,601	20,395	34,714	22,382	79,169	50,144	29,800	29,800	101,590	80,208	49,924	**539,656**
Other Local Revenues	0	3,736	1,341	8,373	1,590	4,682	740	5,042	2,484	5,624	(208)	2,546	(2,607)	**33,343**
Total Revenue	**74,753**	**287,421**	**273,078**	**557,809**	**469,604**	**406,713**	**646,600**	**586,846**	**445,893**	**599,051**	**568,642**	**496,363**	**576,510**	**5,989,282**
Expenses														
Certificated Salaries	112,754	172,654	190,660	186,267	186,267	186,267	186,267	186,267	200,267	186,267	186,267	252,267	(66,169)	**2,166,303**
Classified Salaries	14,755	58,550	39,473	38,602	38,602	38,602	38,602	38,602	38,602	38,602	38,602	38,602	17,413	**477,606**
Benefits	18,329	94,916	72,329	83,321	83,245	83,245	83,858	83,321	85,716	80,495	80,495	53,109	76,306	**978,684**
Books and Supplies	1,246	76,776	14,451	5,967	4,420	12,836	49,430	48,088	53,817	51,451	69,846	51,879	39,646	**479,852**
Services and Operations	23,426	168,091	97,766	128,855	139,200	122,378	131,048	143,839	151,894	132,196	153,467	162,390	120,470	**1,675,021**
Depreciation / Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	314,298	**314,298**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**170,510**	**570,987**	**414,679**	**443,012**	**451,733**	**443,328**	**489,205**	**500,117**	**530,296**	**489,010**	**528,676**	**558,247**	**501,965**	**6,091,765**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	322,166	109,405	26,315	-	-	-	-	-	-	-	-	-		**457,886**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374		**21,363**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(215,508)	(23,654)	-	-	-	(347,976)	-	-	-	-	-	-		**(587,138)**
Accounts Payable - Current Year			64,228	-	-	-	-	-	-	-	-	-		**64,228**
Summerholdback for Teachers			-	8,060	8,060	8,060	8,060	8,060	8,060	8,060	8,060	8,060		**72,539**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**106,658**	**85,751**	**90,543**	**10,434**	**10,434**	**(337,543)**	**10,434**	**10,434**	**10,434**	**10,434**	**10,434**	**10,434**		**28,877**
Total Change in Cash	**10,900**	**(197,815)**	**(51,058)**	**125,230**	**28,305**	**(374,157)**	**167,828**	**97,162**	**(73,969)**	**120,475**	**50,399**	**(51,451)**		**(73,606)**
ENDING CASH	**1,105,744**	**907,929**	**856,871**	**982,101**	**1,010,405**	**636,248**	**804,077**	**901,239**	**827,270**	**947,745**	**998,143**	**946,693**		



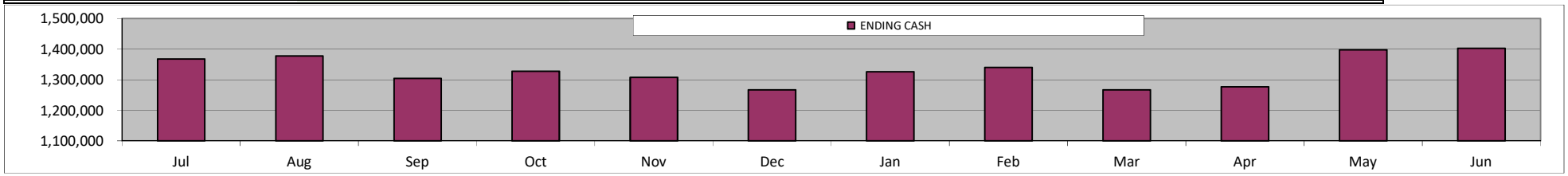
Monthly Cash Flow (Actuals + Projections)

MSA - 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**740,137**	**685,675**	**618,049**	**459,261**	**531,048**	**535,941**	**485,377**	**583,172**	**625,833**	**537,452**	**648,228**	**726,456**	**754,546**	
Revenue														
LCFF Entitlement	63,914	279,907	237,298	514,958	366,382	366,382	514,958	436,908	386,543	518,876	386,543	386,543	448,119	**4,907,330**
Federal Revenue	-	-	-	1,970	47,565	13,720	14,209	59,804	18,723	42,784	115,729	79,277	74,607	**468,387**
Other State Revenues	10,948	-	80,655	23,064	37,583	25,028	75,506	46,441	27,450	55,759	99,341	77,928	112,390	**672,093**
Other Local Revenues	500	2,870	1,490	4,546	10,013	6,851	3,888	10,195	8,696	4,829	3,375	3,193	(1,578)	**58,869**
Total Revenue	**75,362**	**282,777**	**319,443**	**544,538**	**461,543**	**411,981**	**608,561**	**553,348**	**441,412**	**622,248**	**604,988**	**546,941**	**633,538**	**6,106,679**
Expenses														
Certificated Salaries	102,550	171,817	163,609	176,638	166,323	166,323	166,323	166,323	174,323	166,323	166,323	166,323	18,941	**1,972,136**
Classified Salaries	50,923	49,722	54,572	43,574	43,574	43,574	43,574	43,574	43,574	43,574	43,574	43,574	(8,122)	**539,260**
Benefits	29,878	85,914	46,486	73,637	73,563	73,563	74,152	73,637	75,005	70,912	70,912	78,095	62,838	**888,593**
Books and Supplies	2,932	355	29,129	4,620	2,834	3,412	49,325	49,761	59,499	51,193	66,481	51,389	24,635	**395,565**
Services and Operations	101,302	106,848	275,002	181,012	177,086	177,086	178,805	178,805	178,805	180,883	180,883	180,883	45,670	**2,143,068**
Depreciation / Cap Outlay	-	-	-	-	-	5,317	5,317	5,317	5,317	5,317	5,317	5,317	293,629	**330,848**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**287,585**	**414,655**	**568,798**	**479,480**	**463,379**	**469,275**	**517,496**	**517,416**	**536,522**	**518,201**	**533,490**	**525,581**	**437,592**	**6,269,470**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	259,541	90,231	21,780	-	-	-	-	-	-	-	-	-		**371,552**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	(1,433)	(1,433)	(1,433)	(1,433)	(1,433)	(1,433)	(1,433)	(1,433)	(1,433)		**(12,897)**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(101,332)	(25,979)		-	-	-	-	-	-	-	-	-		**(127,311)**
Accounts Payable - Current Year	(447)		68,786	-	-	-	-	-	-	-	-	-		**68,339**
Summerholdback for Teachers			-	8,163	8,163	8,163	8,163	8,163	8,163	8,163	8,163	8,163		**73,463**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**157,762**	**64,252**	**90,566**	**6,730**	**6,730**	**6,730**	**6,730**	**6,730**	**6,730**	**6,730**	**6,730**	**6,730**		**373,146**
Total Change in Cash	**(54,462)**	**(67,626)**	**(158,788)**	**71,787**	**4,893**	**(50,564)**	**97,795**	**42,661**	**(88,380)**	**110,776**	**78,228**	**28,090**		**210,355**
ENDING CASH	**685,675**	**618,049**	**459,261**	**531,048**	**535,941**	**485,377**	**583,172**	**625,833**	**537,452**	**648,228**	**726,456**	**754,546**		



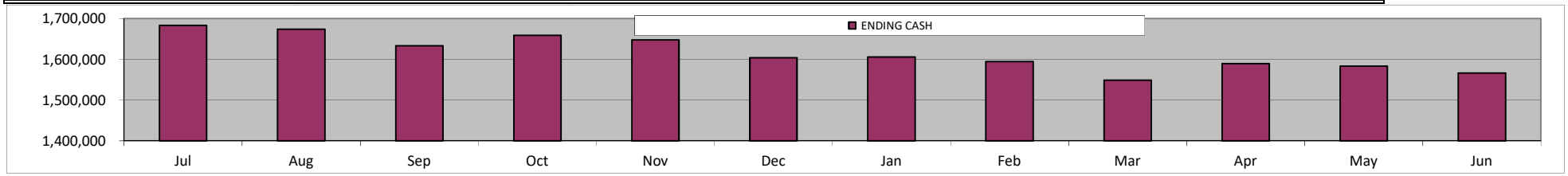
Monthly Cash Flow (Actuals + Projections)

MSA - 4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,336,770**	**1,368,119**	**1,378,127**	**1,304,746**	**1,328,105**	**1,307,659**	**1,267,321**	**1,326,005**	**1,340,257**	**1,267,127**	**1,277,471**	**1,397,898**	**1,402,776**	
Revenue														
LCFF Entitlement	24,302	108,269	92,068	204,449	145,624	145,624	204,449	170,632	149,134	199,127	149,134	149,134	178,233	**1,920,178**
Federal Revenue	25,153	(19,158)	2,664	2,629	21,816	9,264	6,198	25,765	12,124	5,993	22,924	17,391	23,803	**156,566**
Other State Revenues	5,928	11,855	7,903	7,684	14,199	7,932	27,125	22,559	7,333	7,333	34,668	26,526	16,801	**197,847**
Other Local Revenues	7,700	375	-	149	889	149	1,910	149	149	1,770	(105)	403	54,260	**67,796**
Total Revenue	**63,082**	**101,342**	**102,636**	**214,910**	**182,528**	**162,968**	**239,681**	**219,105**	**168,740**	**214,223**	**206,621**	**193,453**	**273,098**	**2,342,387**
Expenses														
Certificated Salaries	31,346	74,448	79,878	83,573	83,573	83,573	83,573	83,573	87,573	83,573	83,573	97,573	60,176	**1,016,007**
Classified Salaries	3,331	9,549	14,696	6,026	6,026	6,026	6,026	6,026	6,026	6,026	6,026	6,026	(12,024)	**69,781**
Benefits	6,976	32,437	21,668	30,479	30,448	30,448	30,694	30,479	31,170	29,372	29,372	18,428	32,774	**354,746**
Books and Supplies	1,469	5,148	24,002	16,654	6,566	6,898	5,886	6,673	18,205	8,901	44,963	12,083	9,751	**167,201**
Services and Operations	11,950	21,134	62,299	57,678	79,221	79,221	57,678	80,962	101,755	78,868	(74,881)	57,325	213,136	**826,345**
Depreciation / Cap Outlay	-	-	-	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	250,714	**265,198**
Other Outflows	-	1,585	1,057	-	-	-	-	-	-	-	-	-	(2,642)	**-**
Total Expenses	**55,071**	**144,301**	**203,600**	**196,020**	**207,443**	**207,775**	**185,467**	**209,322**	**246,339**	**208,349**	**90,662**	**193,045**	**551,884**	**2,699,278**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	73,015	65,278	-	-	-	-	-	-	-	-	-	-		**138,293**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	609	609	609	609	609	609	609	609	609		**5,484**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(49,677)	(12,311)	-	-	-	-	-	-	-	-	-	-		**(61,988)**
Accounts Payable - Current Year			27,582	-	-	-	-	-	-	-	-	-		**27,582**
Summerholdback for Teachers			-	3,860	3,860	3,860	3,860	3,860	3,860	3,860	3,860	3,860		**34,739**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**23,338**	**52,967**	**27,582**	**4,469**	**4,469**	**4,469**	**4,469**	**4,469**	**4,469**	**4,469**	**4,469**	**4,469**		**144,110**
Total Change in Cash	**31,349**	**10,008**	**(73,382)**	**23,359**	**(20,446)**	**(40,338)**	**58,684**	**14,252**	**(73,130)**	**10,343**	**120,428**	**4,877**		**(212,781)**
ENDING CASH	**1,368,119**	**1,378,127**	**1,304,746**	**1,328,105**	**1,307,659**	**1,267,321**	**1,326,005**	**1,340,257**	**1,267,127**	**1,277,471**	**1,397,898**	**1,402,776**		



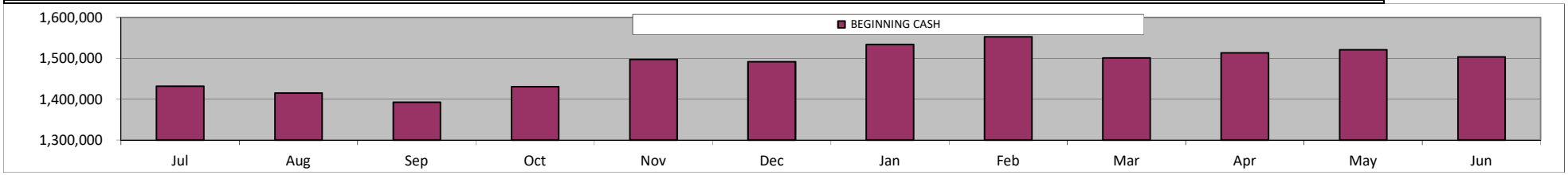
Monthly Cash Flow (Actuals + Projections)

MSA - 5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,731,955**	**1,683,567**	**1,674,062**	**1,633,348**	**1,659,236**	**1,647,801**	**1,603,837**	**1,606,246**	**1,594,546**	**1,549,391**	**1,589,508**	**1,583,459**	**1,566,526**	
Revenue														
LCFF Entitlement	28,614	123,047	141,604	230,677	164,302	164,302	230,677	211,749	212,689	292,006	212,689	212,689	206,121	**2,431,167**
Federal Revenue	-	-	-	3,096	27,283	7,339	8,276	25,456	9,122	634	23,979	16,637	30,760	**152,581**
Other State Revenues	6,191	-	-	28,212	13,399	9,047	31,647	27,150	8,782	16,153	40,967	31,381	50,949	**263,878**
Other Local Revenues	2,458	(1,219)	0	0	0	0	0	0	0	0	532	468	(1,238)	**1,000**
Total Revenue	**37,263**	**121,828**	**141,604**	**261,985**	**204,984**	**180,689**	**270,600**	**264,354**	**230,592**	**308,793**	**278,167**	**261,175**	**286,591**	**2,848,626**
Expenses														
Certificated Salaries	43,901	92,783	99,488	103,187	103,187	103,187	103,187	103,187	107,187	103,187	103,187	123,187	48,335	**1,237,185**
Classified Salaries	16,335	357	23,531	13,453	13,453	15,547	15,547	15,547	15,547	15,547	15,547	15,547	(18,731)	**157,231**
Benefits	12,463	47,959	36,694	42,637	42,596	42,596	42,922	42,637	43,324	41,169	41,169	24,802	34,146	**495,114**
Books and Supplies	-	3,644	35,184	19,823	7,029	5,209	26,965	29,194	26,933	27,719	43,258	33,517	(16,586)	**241,890**
Services and Operations	14,397	10,376	24,415	63,296	56,453	64,412	84,403	90,322	87,589	85,888	85,888	85,888	(84,837)	**668,490**
Depreciation / Cap Outlay	-	-	-	-	-	-	1,465	1,465	1,465	1,465	1,465	1,465	259,920	**268,709**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**87,096**	**155,119**	**219,312**	**242,395**	**222,717**	**230,951**	**274,489**	**282,352**	**282,045**	**274,975**	**290,514**	**284,406**	**222,247**	**3,068,620**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	74,941	40,102	-	-	-	-	-	-	-	-	-	-		**115,043**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	1,465	1,465	1,465	1,465	1,465	1,465	1,465	1,465	1,465		**13,184**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(73,495)	(16,316)	-	-	-	-	-	-	-	-	-	-		**(89,812)**
Accounts Payable - Current Year			36,993	-	-	-	-	-	-	-	-	-		**36,993**
Summerholdback for Teachers			-	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833		**43,500**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**1,446**	**23,786**	**36,993**	**6,298**	**6,298**	**6,298**	**6,298**	**6,298**	**6,298**	**6,298**	**6,298**	**6,298**		**118,909**
Total Change in Cash	**(48,388)**	**(9,505)**	**(40,714)**	**25,888**	**(11,435)**	**(43,964)**	**2,409**	**(11,700)**	**(45,155)**	**40,117**	**(6,049)**	**(16,933)**		**(101,085)**
ENDING CASH	**1,683,567**	**1,674,062**	**1,633,348**	**1,659,236**	**1,647,801**	**1,603,837**	**1,606,246**	**1,594,546**	**1,549,391**	**1,589,508**	**1,583,459**	**1,566,526**		



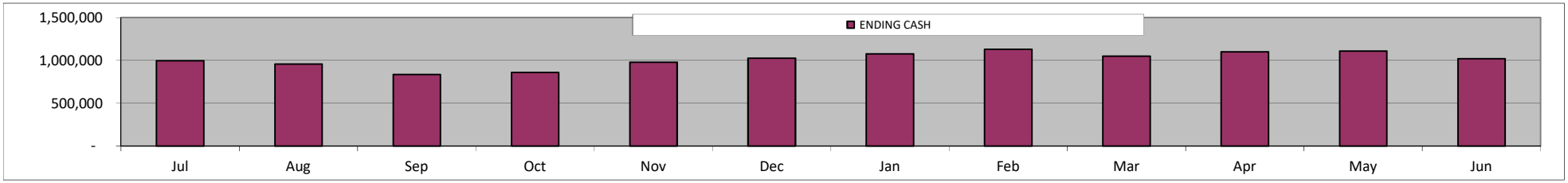
Monthly Cash Flow (Actuals + Projections)

MSA - 6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,442,531**	**1,431,964**	**1,415,240**	**1,392,961**	**1,430,677**	**1,497,591**	**1,491,975**	**1,534,288**	**1,553,089**	**1,500,942**	**1,513,621**	**1,520,960**	**1,503,953**	
Revenue														
LCFF Entitlement	22,456	92,814	77,843	168,060	118,389	118,389	168,060	133,487	102,612	135,105	102,612	102,612	122,307	**1,464,746**
Federal Revenue	1,847	3,693	2,462	4,399	20,299	7,018	7,642	27,328	8,240	5,057	36,877	19,900	20,189	**164,951**
Other State Revenues	5,477	10,955	-	7,100	48,484	7,480	25,216	18,919	5,888	25,125	31,147	23,623	40,254	**249,668**
Other Local Revenues	-	-	-	2,233	1,522	3,571	1,534	0	0	3,898	(2,728)	0	4,969	**15,000**
Total Revenue	**29,780**	**107,462**	**80,305**	**181,793**	**188,693**	**136,458**	**202,452**	**179,734**	**116,740**	**169,185**	**167,908**	**146,135**	**187,719**	**1,894,365**
Expenses														
Certificated Salaries	37,902	59,182	63,807	62,416	62,416	62,416	62,416	62,416	68,416	62,416	62,416	80,416	(20,130)	**726,507**
Classified Salaries	3,601	8,533	9,361	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	1,756	**111,000**
Benefits	5,601	25,830	15,462	29,072	29,047	29,047	29,247	29,072	30,099	28,167	28,167	16,764	46,356	**341,933**
Books and Supplies	1,520	7,166	18,437	5,423	2,388	3,445	17,478	17,394	18,855	15,510	19,573	15,548	12,029	**154,765**
Services and Operations	8,918	37,457	19,254	39,254	39,254	39,254	43,087	44,138	43,605	42,502	42,502	42,502	44,085	**485,812**
Depreciation / Cap Outlay	-	-	-	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	114,436	**126,854**
Other Outflows	-	1,465	(4,611)	-	-	-	-	-	-	-	-	-	3,146	**-**
Total Expenses	**57,542**	**139,634**	**121,710**	**147,295**	**144,235**	**145,292**	**163,358**	**164,151**	**172,105**	**159,724**	**163,788**	**166,360**	**201,677**	**1,946,871**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	55,255	24,396	-	-	19,238	-	-	-	-	-	-	-		**98,889**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	546	546	546	546	546	546	546	546	546		**4,918**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(38,060)	(8,949)	-	-	-	-	-	-	-	-	-	-		**(47,009)**
Accounts Payable - Current Year			19,126	-	-	-	-	-	-	-	-	-		**19,126**
Summerholdback for Teachers			-	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672		**24,046**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**17,195**	**15,447**	**19,126**	**3,218**	**22,456**	**3,218**	**3,218**	**3,218**	**3,218**	**3,218**	**3,218**	**3,218**		**99,970**
Total Change in Cash	**(10,567)**	**(16,725)**	**(22,278)**	**37,716**	**66,914**	**(5,616)**	**42,312**	**18,801**	**(52,147)**	**12,679**	**7,338**	**(17,006)**		**47,464**
ENDING CASH	**1,431,964**	**1,415,240**	**1,392,961**	**1,430,677**	**1,497,591**	**1,491,975**	**1,534,288**	**1,553,089**	**1,500,942**	**1,513,621**	**1,520,960**	**1,503,953**		



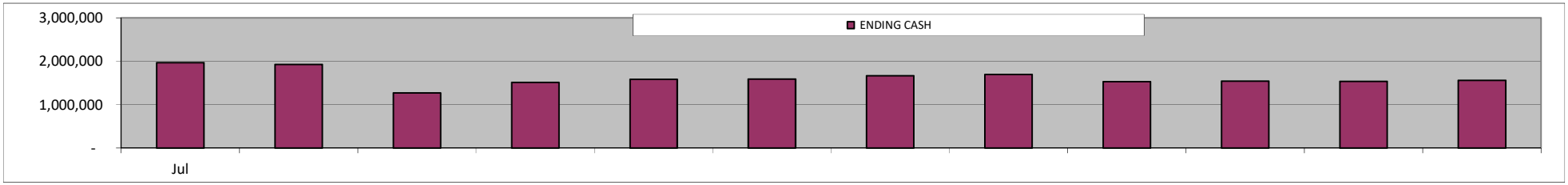
Monthly Cash Flow (Actuals + Projections)

MSA - 7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,269,979**	**997,385**	**958,746**	**836,864**	**859,003**	**978,202**	**1,027,333**	**1,076,183**	**1,130,501**	**1,049,842**	**1,100,600**	**1,109,289**	**1,019,227**	
Revenue														
LCFF Entitlement	39,774	163,536	137,019	294,311	209,074	209,074	294,311	249,222	211,576	283,097	211,576	211,576	243,616	**2,757,763**
Federal Revenue	22,640	6,541	(15,009)	4,303	36,590	12,330	15,150	42,972	14,779	14,779	39,039	14,779	38,251	**247,145**
Other State Revenues	9,702	19,403	-	12,576	112,553	119,661	44,604	77,879	12,109	59,551	56,848	59,902	88,087	**672,875**
Other Local Revenues	1,671	646	95	5,357	2,047	3,745	1,310	4,083	4,622	1,350	1,364	1,453	(691)	**27,052**
Total Revenue	**73,787**	**190,126**	**122,106**	**316,547**	**360,263**	**344,811**	**355,375**	**374,155**	**243,087**	**358,776**	**308,828**	**287,712**	**369,263**	**3,704,835**
Expenses														
Certificated Salaries	78,995	91,319	92,062	96,939	96,939	96,939	96,939	96,939	102,939	96,939	96,939	146,939	(55,455)	**1,135,377**
Classified Salaries	16,649	19,588	29,948	23,648	23,648	23,648	23,648	23,648	23,648	23,648	23,648	23,648	8,747	**287,761**
Benefits	14,223	47,944	26,467	40,283	40,239	40,239	40,588	40,283	41,301	38,756	38,756	47,241	27,081	**483,402**
Books and Supplies	-	2,265	41,000	19,855	12,659	19,549	12,043	22,864	19,564	15,934	8,054	25,582	38,088	**237,458**
Services and Operations	78,255	87,950	121,244	118,319	118,319	119,941	137,944	140,739	140,931	137,378	137,378	139,001	(12,009)	**1,465,391**
Depreciation / Cap Outlay	-	-	-	1,332	1,332	1,332	1,332	1,332	1,332	1,332	1,332	1,332	271,547	**283,537**
Other Outflows	-	2,594	(11,206)	-	-	-	-	-	-	-	-	-	8,611	**-**
Total Expenses	**188,123**	**251,661**	**299,516**	**300,376**	**293,137**	**301,649**	**312,495**	**325,806**	**329,715**	**313,987**	**306,108**	**383,742**	**286,611**	**3,892,926**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	78,791	47,901	19,369	-	46,103	-	-	-	-	-	-	-		**192,164**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	1,332	1,332	1,332	1,332	1,332	1,332	1,332	1,332	1,332		**11,991**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(237,049)	(25,005)	-	-	-	-	-	-	-	-	-	-		**(262,054)**
Accounts Payable - Current Year			36,159	-	-	-	-	-	-	-	-	-		**36,159**
Summerholdback for Teachers			-	4,637	4,637	4,637	4,637	4,637	4,637	4,637	4,637	4,637		**41,732**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(158,258)**	**22,896**	**55,528**	**5,969**	**52,072**	**5,969**	**5,969**	**5,969**	**5,969**	**5,969**	**5,969**	**5,969**		**19,992**
Total Change in Cash	**(272,594)**	**(38,639)**	**(121,882)**	**22,139**	**119,199**	**49,131**	**48,849**	**54,319**	**(80,660)**	**50,758**	**8,689**	**(90,062)**		**(168,099)**
ENDING CASH	**997,385**	**958,746**	**836,864**	**859,003**	**978,202**	**1,027,333**	**1,076,183**	**1,130,501**	**1,049,842**	**1,100,600**	**1,109,289**	**1,019,227**		



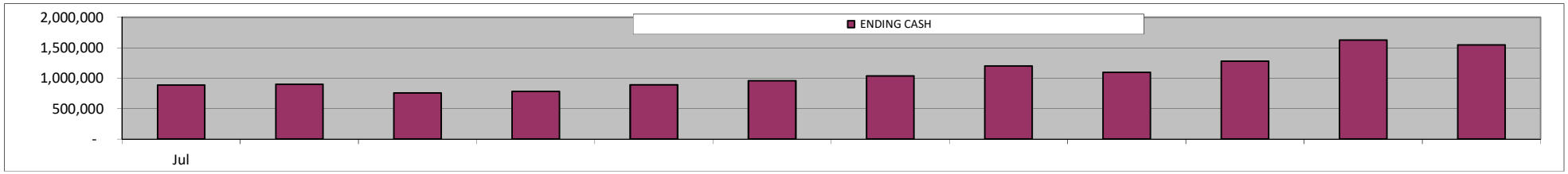
Monthly Cash Flow (Actuals + Projections)

MSA - 8	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,907,434**	**1,966,153**	**1,927,984**	**1,274,611**	**1,515,075**	**1,585,898**	**1,590,773**	**1,668,181**	**1,698,206**	**1,532,820**	**1,545,669**	**1,539,416**	**1,559,722**	
Revenue														
LCFF Entitlement	68,456	289,065	243,427	527,114	375,266	375,266	527,114	436,955	362,691	481,085	362,691	362,691	425,338	**4,837,159**
Federal Revenue	5,629	11,258	7,506	7,406	64,969	7,406	7,406	70,443	6,440	6,440	64,003	6,440	57,240	**322,588**
Other State Revenues	16,698	33,395	-	110,414	29,353	21,645	75,711	60,579	18,822	52,964	95,823	72,888	79,541	**667,832**
Other Local Revenues	973	0	(0)	333	333	333	333	333	333	333	333	333	27	**4,000**
Total Revenue	**91,756**	**333,719**	**250,933**	**645,268**	**469,921**	**404,650**	**610,564**	**568,311**	**388,286**	**540,823**	**522,850**	**442,352**	**562,146**	**5,831,579**
Expenses														
Certificated Salaries	90,436	127,473	139,322	163,495	163,495	163,495	163,495	163,495	175,495	163,495	163,495	207,495	18,822	**1,903,508**
Classified Salaries	23,349	39,194	41,901	30,976	30,976	30,976	30,976	30,976	30,976	30,976	30,976	30,976	17,950	**401,175**
Benefits	20,408	65,313	37,822	67,042	66,977	66,977	67,495	67,042	69,068	64,641	64,641	72,070	86,481	**815,974**
Books and Supplies	11	15,885	45,796	19,401	13,762	14,439	52,014	53,239	56,802	50,893	52,022	80,022	(7,998)	**446,287**
Services and Operations	15,063	197,627	109,956	131,119	131,119	131,119	226,406	230,764	228,561	225,200	225,200	225,200	(159,295)	**1,918,037**
Depreciation / Cap Outlay	-	-	-	7,318	7,318	7,318	7,318	7,318	7,318	7,318	7,318	7,318	318,865	**384,728**
Other Outflows	-	4,465	(19,287)	-	-	-	-	-	-	-	-	-	14,821	**-**
Total Expenses	**149,267**	**449,957**	**355,510**	**419,351**	**413,646**	**414,323**	**547,704**	**552,833**	**568,219**	**542,522**	**543,651**	**623,080**	**289,647**	**5,869,710**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	186,633	95,118	-	-	-	-	-	-	-	-	-	-		**281,752**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	7,318	7,318	7,318	7,318	7,318	7,318	7,318	7,318	7,318		**65,863**
Due To (From)			(600,000)	-	-	-	-	-	-	-	-	186,486		**(413,514)**
Expenses - Prior Year Accruals	(70,404)	(17,049)	-	-	-	-	-	-	-	-	-	-		**(87,454)**
Accounts Payable - Current Year			51,204	-	-	-	-	-	-	-	-	-		**51,204**
Summerholdback for Teachers			-	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230	7,230		**65,067**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**116,229**	**78,069**	**(548,796)**	**14,548**	**14,548**	**14,548**	**14,548**	**14,548**	**14,548**	**14,548**	**14,548**	**201,034**		**(37,083)**
Total Change in Cash	**58,719**	**(38,169)**	**(653,373)**	**240,465**	**70,823**	**4,875**	**77,408**	**30,025**	**(165,385)**	**12,849**	**(6,253)**	**20,306**		**(75,214)**
ENDING CASH	**1,966,153**	**1,927,984**	**1,274,611**	**1,515,075**	**1,585,898**	**1,590,773**	**1,668,181**	**1,698,206**	**1,532,820**	**1,545,669**	**1,539,416**	**1,559,722**		



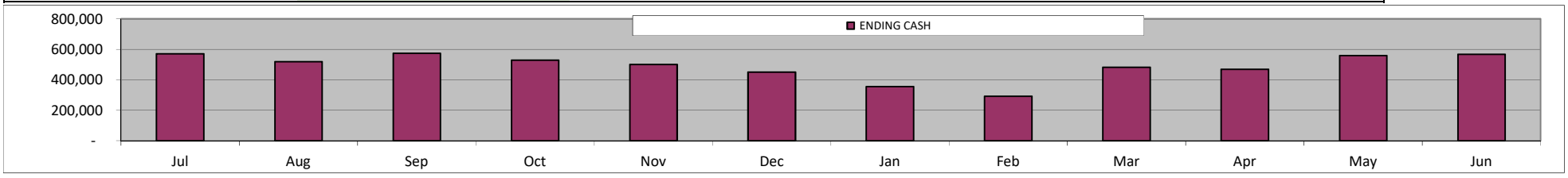
Monthly Cash Flow (Actuals + Projections)

MSA - SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**708,858**	**890,116**	**899,665**	**759,423**	**783,042**	**891,586**	**960,812**	**1,037,022**	**1,201,070**	**1,099,242**	**1,278,790**	**1,627,907**	**1,549,918**	
Revenue														
LCFF Entitlement	270,445	971,094	521,735	717,583	645,112	680,045	645,112	711,133	752,291	855,713	710,952	747,960	(274,199)	**7,954,976**
Federal Revenue	-	-	-	2,708	74,712	20,464	32,113	74,712	65,332	71,317	112,411	108,905	118,004	**680,678**
Other State Revenues	17,322	-	114,885	37,600	55,081	40,023	119,903	73,908	45,473	45,473	159,238	125,353	217,612	**1,051,870**
Other Local Revenues	96,196	(95,465)	4,546	8,288	15,278	7,814	3,365	15,859	5,485	4,569	5,247	5,685	333	**77,199**
Total Revenue	**383,964**	**875,629**	**641,166**	**766,180**	**790,183**	**748,345**	**800,493**	**875,612**	**868,581**	**977,072**	**987,848**	**987,902**	**61,749**	**9,764,723**
Expenses														
Certificated Salaries	161,885	237,453	246,746	284,081	284,081	284,081	284,081	284,081	300,081	284,081	284,081	388,081	(256,161)	**3,066,652**
Classified Salaries	42,260	69,536	77,165	62,067	62,067	62,067	62,067	62,067	62,067	62,067	62,067	62,067	15,029	**762,592**
Benefits	35,166	133,866	68,453	118,351	118,226	118,226	119,227	118,351	121,098	114,019	114,019	81,282	145,505	**1,405,790**
Books and Supplies	-	30,984	28,397	91,623	63,306	61,189	69,414	63,566	70,055	60,694	89,939	63,889	(113,616)	**579,441**
Services and Operations	11,222	316,712	169,341	194,157	161,677	161,275	197,213	191,219	232,920	288,558	100,521	295,981	(223,176)	**2,097,620**
Depreciation / Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	597,067	**597,067**
Other Outflows	43,042	-	174,990	35,551	35,551	35,551	35,551	35,551	119,308	35,542	35,542	35,542	(26,518)	**595,203**
Total Expenses	**293,574**	**788,551**	**765,092**	**785,831**	**724,909**	**722,390**	**767,553**	**754,835**	**905,529**	**844,961**	**686,169**	**926,842**	**138,131**	**9,104,365**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	95,827	3,847	57,262	-	-	-	-	-	-	-	-	-		**156,936**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets	242,110	(133,025)	16,150	-	-	-	-	-	-	-	-	-		**125,235**
Fixed Assets				42,006	42,006	42,006	42,006	42,006	42,006	42,006	42,006	42,006		**378,051**
Due To (From)			14,604	-	-	-	-	-	-	-	-	(186,486)		**(171,882)**
Expenses - Prior Year Accruals	(247,069)	51,649	6,871	-	-	-	-	-	-	-	-	-		**(188,549)**
Accounts Payable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Summerholdback for Teachers				12,931	12,931	12,931	12,931	12,931	12,931	12,931	12,931	12,931		**116,383**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			(111,204)	(11,667)	(11,667)	(11,667)	(11,667)	(11,667)	(119,816)	(7,500)	(7,500)	(7,500)		**(311,854)**
Total Other Transactions	**90,868**	**(77,529)**	**(16,317)**	**43,270**	**43,270**	**43,270**	**43,270**	**43,270**	**(64,879)**	**47,437**	**47,437**	**(139,049)**		**104,320**
Total Change in Cash	**181,258**	**9,549**	**(140,243)**	**23,619**	**108,544**	**69,226**	**76,210**	**164,048**	**(101,828)**	**179,549**	**349,116**	**(77,989)**		**764,678**
ENDING CASH	**890,116**	**899,665**	**759,423**	**783,042**	**891,586**	**960,812**	**1,037,022**	**1,201,070**	**1,099,242**	**1,278,790**	**1,627,907**	**1,549,918**		



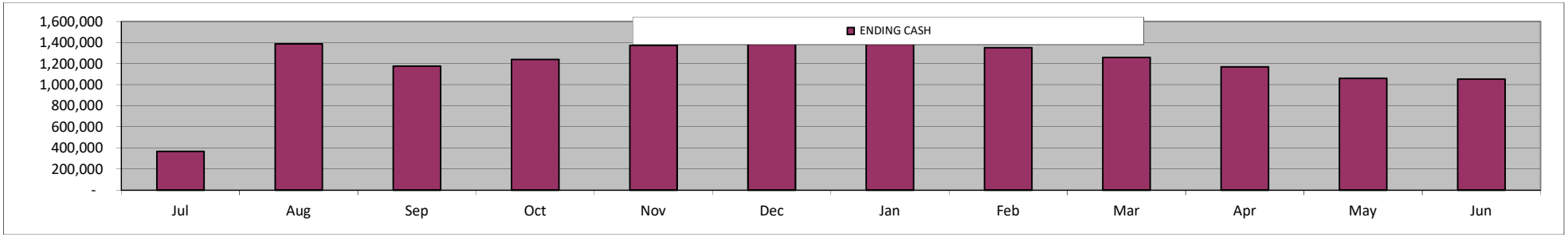
Monthly Cash Flow (Actuals + Projections)

MSA - SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**764,391**	**571,516**	**519,006**	**574,743**	**529,003**	**501,433**	**450,257**	**355,429**	**292,525**	**482,605**	**468,539**	**559,591**	**567,993**	
Revenue														
LCFF Entitlement	40,408	174,372	403,436	252,844	252,844	272,243	252,844	285,220	586,523	332,683	332,683	355,758	182,815	**3,724,672**
Federal Revenue	-	-	-	876	14,260	4,248	4,248	14,260	4,248	29,498	14,260	4,248	44,633	**134,778**
Other State Revenues	9,620	-	26,936	21,248	27,789	21,465	65,824	48,220	29,761	29,761	135,564	102,935	71,860	**590,983**
Other Local Revenues	7,014	(6,513)	828	17,070	4,718	23,200	4,718	5,365	4,718	4,718	5,389	4,718	3,389	**79,331**
Total Revenue	**57,042**	**167,859**	**431,200**	**292,037**	**299,610**	**321,156**	**327,633**	**353,065**	**625,250**	**396,660**	**487,895**	**467,658**	**302,698**	**4,529,764**
Expenses														
Certificated Salaries	94,940	127,178	128,586	142,642	142,642	142,642	142,642	142,642	157,642	142,642	142,642	192,642	(35,074)	**1,664,407**
Classified Salaries	25,053	27,475	29,806	20,545	20,545	20,545	20,545	20,545	20,545	20,545	20,545	20,545	(28,660)	**238,576**
Benefits	19,286	67,724	31,843	59,033	58,976	58,976	59,432	59,033	61,565	56,967	56,967	37,244	69,321	**696,366**
Books and Supplies	-	16,908	43,133	4,830	10,655	8,144	17,525	11,432	10,865	8,626	(5,255)	26,881	(22,473)	**131,270**
Services and Operations	6,766	126,122	77,960	89,137	89,137	128,617	168,910	168,910	171,145	168,537	168,537	168,537	176,913	**1,709,230**
Depreciation / Cap Outlay	-	9,800	-	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	3,804	302,552	**346,587**
Other Outflows	-	-	14,897	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	(126,947)	**-**
Total Expenses	**146,045**	**375,207**	**326,225**	**332,441**	**338,208**	**375,178**	**425,307**	**418,815**	**438,015**	**413,571**	**399,690**	**462,102**	**335,631**	**4,786,436**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	141,897	(352)	16,391	-	-	-	-	-	-	-	-	-		**157,936**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets	(167,343)	161,303	(44,619)	(8,182)	8,182	-	-	-	-	-	-	-		**(50,659)**
Fixed Assets				(3,196)	(3,196)	(3,196)	(3,196)	(3,196)	(3,196)	(3,196)	(3,196)	(3,196)		**(28,765)**
Due To (From)	13,371		-	-	-	-	-	-	-	-	-	-		**13,371**
Expenses - Prior Year Accruals			-	-	-	-	-	-	-	-	-	-		**-**
Accounts Payable - Current Year	(67,214)	18,471	3,572	-	-	-	-	-	-	-	-	-		**(45,171)**
Summerholdback for Teachers				6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042		**54,377**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	(24,583)	(24,583)	(24,583)	-	-	-	-	-	-	-	-	-		**(73,749)**
Total Other Transactions	**(103,872)**	**154,839**	**(49,239)**	**(5,337)**	**11,028**	**2,846**	**2,846**	**2,846**	**2,846**	**2,846**	**2,846**	**2,846**		**27,340**
Total Change in Cash	**(192,875)**	**(52,509)**	**55,736**	**(45,740)**	**(27,570)**	**(51,176)**	**(94,828)**	**(62,904)**	**190,080**	**(14,066)**	**91,052**	**8,402**		**(229,332)**
ENDING CASH	**571,516**	**519,006**	**574,743**	**529,003**	**501,433**	**450,257**	**355,429**	**292,525**	**482,605**	**468,539**	**559,591**	**567,993**		



Monthly Cash Flow (Actuals + Projections)

MSA - MERF	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**475,054**	**368,643**	**1,389,372**	**1,177,066**	**1,241,093**	**1,373,329**	**1,416,567**	**1,402,520**	**1,352,490**	**1,260,715**	**1,170,533**	**1,060,893**	**1,054,528**	
Revenue														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Local Revenues	158,541	1,409,427	134,556	487,132	507,920	507,920	507,920	510,879	507,920	507,981	507,920	507,920	(172,972)	**6,083,065**
Total Revenue	**158,541**	**1,409,427**	**134,556**	**487,132**	**507,920**	**507,920**	**507,920**	**510,879**	**507,920**	**507,981**	**507,920**	**507,920**	**(172,972)**	6,083,065
Expenses														
Certificated Salaries	46,813	(5,797)	48,213	32,481	32,481	32,481	32,481	32,481	32,481	32,481	32,481	35,691	(5,785)	**378,982**
Classified Salaries	138,198	150,746	171,295	180,337	180,337	180,337	180,337	180,337	180,337	180,337	180,337	196,087	9,127	**2,108,146**
Benefits	38,690	73,406	36,124	65,203	64,607	64,607	69,373	65,203	65,203	61,896	61,896	40,445	66,310	**772,961**
Books and Supplies	-	1,790	54,489	4,167	(648)	5,483	5,974	7,717	4,793	6,882	24,796	7,339	(28,044)	**94,739**
Services and Operations	29,627	167,935	87,673	140,917	98,908	181,774	233,802	275,171	316,882	316,567	318,051	234,725	64,688	**2,466,722**
Depreciation / Cap Outlay	-	-	-	43	43	43	43	43	43	43	43	43	11,129	**11,515**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**253,328**	**388,081**	**397,794**	**423,148**	**375,727**	**464,725**	**522,010**	**560,951**	**599,738**	**598,206**	**617,603**	**514,329**	**117,426**	5,833,065
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals			-	-	-	-	-	-	-	-	-	-		**-**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	43	43	43	43	43	43	43	43	43		**386**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(11,625)	(617)	-	-	-	-	-	-	-	-	-	-		**(12,242)**
Accounts Payable - Current Year			50,931	-	-	-	-	-	-	-	-	-		**50,931**
Summerholdback for Teachers			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(11,625)**	**(617)**	**50,931**	**43**	**43**	**43**	**43**	**43**	**43**	**43**	**43**	**43**		39,076
Total Change in Cash	**(106,411)**	**1,020,730**	**(212,307)**	**64,027**	**132,236**	**43,238**	**(14,047)**	**(50,030)**	**(91,775)**	**(90,182)**	**(109,640)**	**(6,366)**		289,076
ENDING CASH	**368,643**	**1,389,372**	**1,177,066**	**1,241,093**	**1,373,329**	**1,416,567**	**1,402,520**	**1,352,490**	**1,260,715**	**1,170,533**	**1,060,893**	**1,054,528**		



Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA Consolidated	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	697,892	2,829,393	2,388,710	5,915,994	5,814,328	101,667	41,793,952	41,793,952	-	35,877,958	14%
Federal Revenue	55,268	4,175	(2,376)	57,067	100,022	(42,955)	4,016,521	4,005,469	(11,052)	3,948,402	1%
Other State Revenues	105,779	75,608	347,283	528,671	425,869	102,801	6,100,356	6,311,318	210,963	5,782,648	8%
Other Local Revenues (incl. suspense)	281,052	1,313,857	148,652	1,743,561	1,706,612	36,949	6,425,437	6,510,837	85,400	4,767,276	27%
Total Revenue	**1,139,992**	**4,223,033**	**2,882,268**	**8,245,293**	**8,046,831**	**198,462**	**58,336,266**	**58,621,577**	**285,311**	**50,376,284**	**14%**
Expenses											
Certificated Salaries	955,857	1,417,464	1,483,506	3,856,827	3,870,534	13,707	18,152,479	18,055,951	96,528	14,199,124	21%
Classified Salaries	376,694	478,137	552,036	1,406,866	1,183,237	(223,629)	5,546,494	5,837,134	(290,640)	4,430,268	24%
Benefits	229,686	783,285	482,807	1,495,778	1,583,102	87,324	8,353,618	8,440,066	(86,448)	6,944,288	18%
Books and Supplies	8,448	227,631	373,872	609,951	449,898	(160,054)	3,462,686	3,516,816	(54,130)	2,906,865	17%
Services and Other Operating Expenditures	312,877	1,565,504	1,285,642	3,164,023	3,203,822	39,799	19,218,942	18,836,181	382,761	15,672,158	17%
Depreciation & Cap Outlay	-	9,800	5,845	15,645	46,459	30,814	1,005,243	3,290,519	(2,285,276)	3,274,874	0%
Other Outflows	43,042	39,903	155,840	238,785	228,863	(9,921)	873,946	595,203	278,743	356,419	40%
Total Expenses	**1,926,603**	**4,521,724**	**4,339,547**	**10,787,874**	**10,565,914**	**(221,960)**	**56,613,408**	**58,571,870**	**(1,958,462)**	**47,783,996**	**18%**
Operating Income				**(2,542,581)**	**(2,519,083)**	**(23,498)**	**1,722,858**	**49,706**	**(1,673,152)**	**2,592,287**	
Fund Balance											
Beginning Balance (Unaudited)							27,215,571	27,215,571			
Audit Adjustment							-	-			
Beginning Balance (Audited)							27,215,571	27,215,571			
Operating Income							1,722,858	49,706			
Ending Fund Balance							**28,938,429**	**27,265,277**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date					Annual Budget				
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	310,853	1,220,718	1,510,052	3,041,624	3,155,562	113,938	27,327,807	27,327,807	-	24,286,183	11%
8012	EPA Entitlement	-	-	54,332	54,332	54,332	-	3,727,777	3,727,777	-	3,673,445	1%
8019	Prior Year Adjustments	8	(794)	-	(786)	-	786	-	-	-	786	-
8096	InLieuPropTaxes	387,031	1,609,468	824,326	2,820,825	2,604,433	(216,391)	10,738,369	10,738,369	-	7,917,544	26%
	SUBTOTAL - LCFF Entitlement	**697,892**	**2,829,393**	**2,388,710**	**5,915,994**	**5,814,328**	**(101,667)**	**41,793,952**	**41,793,952**	**-**	**35,877,958**	**14%**
Federal Revenue												
8181	SpEd - Revenue	12,745	25,489	16,993	55,227	64,556	9,329	562,031	562,031	-	506,804	10%
8220	SchLunchFederal	42,524	(23,154)	(19,369)	-	-	-	1,161,078	1,161,078	-	1,161,078	0%
8290	All Other Federal Revenue	-	1,840	-	1,840	35,466	33,626	2,293,412	2,282,360	(11,052)	2,280,520	0%
	SUBTOTAL - Federal Revenue	**55,268**	**4,175**	**(2,376)**	**57,067**	**100,022**	**42,955**	**4,016,521**	**4,005,469**	**(11,052)**	**3,948,402**	**1%**
Other State Revenue												
8311	SpEd Revenue	99,588	75,608	180,898	356,095	352,267	(3,828)	2,148,623	2,148,623	-	1,792,528	17%
8520	SchoolNutrState	-	-	-	-	-	-	101,077	101,077	-	101,077	0%
8550	MandCstReimburs	-	-	-	-	-	-	1,377,779	1,377,779	-	1,377,779	0%
8560	StateLotteryRev	-	-	16,384	16,384	-	(16,384)	778,564	778,564	-	762,180	2%
8590	AllOthStateRev	6,191	-	150,000	156,191	73,602	(82,589)	1,694,312	1,905,274	210,963	1,749,083	8%
	SUBTOTAL - Other State Revenue	**105,779**	**75,608**	**347,283**	**528,671**	**425,869**	**(102,801)**	**6,100,356**	**6,311,318**	**210,963**	**5,782,648**	**8%**
Local Revenue												
8634	StudentLunchFee	102,718	(102,718)	25,000	25,000	4,794	(20,206)	47,940	72,940	25,000	47,940	34%
8650	Leases &Rentals	-	-	-	-	-	-	2,500	2,500	-	2,500	0%
8660	Interest	369	740	1,308	2,416	688	(1,729)	4,376	4,376	-	1,960	55%
8698	OthRev-Suspense	2,458	(2,351)	0	107	-	(107)	-	-	-	(107)	-
8699	Other Revenue	15,638	447,258	(397,725)	65,170	95,307	30,137	362,557	377,957	15,400	312,787	17%
8701	CMO Fee - MSA-1	-	165,806	82,903	248,709	248,811	102	994,835	994,835	-	746,126	25%
8702	CMO Fee - MSA-2	-	149,815	74,908	224,723	225,485	762	898,892	898,892	-	674,169	25%
8703	CMO Fee - MSA-3	82,592	82,592	82,592	247,776	248,811	1,035	991,104	991,104	-	743,328	25%
8704	CMO Fee - MSA-4	6,471	6,471	6,471	19,414	18,661	(754)	77,657	77,657	-	58,243	25%
8705	CMO Fee - MSA-5	8,604	8,604	8,604	25,813	46,652	20,839	103,253	103,253	-	77,440	25%
8706	CMO Fee - MSA-6	3,871	3,871	3,871	11,613	10,886	(728)	46,452	46,452	-	34,839	25%
8707	CMO Fee - MSA-7	41,399	41,399	41,399	124,196	124,405	209	496,785	496,785	-	372,589	25%
8708	CMO Fee - MSA-8	-	165,239	82,620	247,859	248,811	952	991,436	991,436	-	743,577	25%
8709	CMO Fee - MSA-SA	-	269,311	89,770	359,082	330,874	(28,208)	997,937	997,937	-	638,855	36%
8712	CMO Fee - MSA-SD	-	68,286	34,143	102,428	102,429	0	409,714	409,714	-	307,286	25%
8791	SpEd Revenue (Local)	1,581	4,867	-	6,448	-	(6,448)	-	45,000	45,000	38,552	14%
8999	Revenues-Susp	15,351	4,666	12,789	32,806	-	(32,806)	-	-	-	(32,806)	-
	SUBTOTAL - Local Revenue	**281,052**	**1,313,857**	**148,652**	**1,743,561**	**1,706,612**	**(36,949)**	**6,425,437**	**6,510,837**	**85,400**	**4,767,276**	**27%**
TOTAL REVENUE		**1,139,992**	**4,223,033**	**2,882,268**	**8,245,293**	**8,046,831**	**(198,462)**	**58,336,266**	**58,621,577**	**285,311**	**50,376,284**	**14%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date					Annual Budget				
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	520,831	1,101,439	1,180,359	2,802,629	2,917,302	114,673	14,332,880	14,306,360	(26,520)	11,503,730	20%
1300	Cert Adminis	435,026	316,025	303,147	1,054,198	953,232	(100,966)	3,819,599	3,749,591	(70,008)	2,695,393	28%
	SUBTOTAL - Certificated Salaries	**955,857**	**1,417,464**	**1,483,506**	**3,856,827**	**3,870,534**	**13,707**	**18,152,479**	**18,055,951**	**(96,528)**	**14,199,124**	**21%**
Classified Salaries												
2400	Clerical & Tech	210,709	220,645	249,610	680,963	603,556	(77,407)	3,095,373	3,110,103	14,730	2,429,140	22%
2900	OtherClassStaff	165,985	257,492	302,426	725,903	579,681	(146,222)	2,451,121	2,727,031	275,910	2,001,128	27%
	SUBTOTAL - Classified Salaries	**376,694**	**478,137**	**552,036**	**1,406,866**	**1,183,237**	**(223,629)**	**5,546,494**	**5,837,134**	**290,640**	**4,430,268**	**24%**
Employee Benefits												
3101	STRS	83,107	236,652	243,964	563,723	526,854	(36,869)	2,796,082	2,801,975	5,893	2,238,252	20%
3202	PERS	35,942	56,990	64,437	157,368	132,612	(24,756)	628,298	671,337	43,039	513,969	23%
3301	OASDI/Med	40,241	54,525	58,959	153,726	152,377	(1,349)	735,007	753,761	18,754	600,035	20%
3401	HlthWelfare	7,024	406,073	89,020	502,117	601,873	99,756	3,698,133	3,716,875	18,742	3,214,758	14%
3501	UnemployIns	635	4,130	1,344	6,109	21,138	15,029	47,085	47,105	20	40,996	13%
3601	WorkersCmp	58,445	19,480	19,482	97,407	114,834	17,427	266,854	266,854	-	169,447	37%
3901	OthBenes	4,292	5,435	5,601	15,329	33,415	18,087	182,160	182,160	-	166,831	8%
	SUBTOTAL - Employee Benefits	**229,686**	**783,285**	**482,807**	**1,495,778**	**1,583,102**	**87,324**	**8,353,618**	**8,440,066**	**86,448**	**6,944,288**	**18%**
Books & Supplies												
4100	Text&CoreCurric	-	121,717	64,408	186,126	174,403	(11,723)	231,530	394,233	162,703	208,107	47%
4200	BooksOthRefMats	-	-	-	-	2,514	2,514	42,582	30,082	(12,500)	30,082	0%
4310	Ins Mats & Sups	-	1,830	14,977	16,806	31,873	15,067	335,268	410,296	75,028	393,490	4%
4315	OthrSupplies	-	-	854	854	-	(854)	10,000	9,600	(400)	8,746	9%
4320	Office Supplies	-	(130)	10,488	10,359	32,089	21,731	140,335	132,835	(7,500)	122,476	8%
4325	ProfDevMat&Sups	-	-	-	-	125	125	1,500	1,500	-	1,500	0%
4326	Arts&MusicSupps	-	-	105	105	2,931	2,826	34,960	19,960	(15,000)	19,855	1%
4335	PE Supplies	-	-	-	-	5,598	5,598	42,740	33,740	(9,000)	33,740	0%
4340	Educat Software	-	18,158	55,884	74,042	107,958	33,916	436,955	369,729	(67,225)	295,687	20%
4345	NonInstStdntSup	1,693	616	5,247	7,556	5,399	(2,157)	62,212	47,514	(14,698)	39,958	16%
4346	TeacherSupplies	1,270	-	214	1,483	7,915	6,432	22,875	22,875	-	21,392	6%
4350	Cust. Supplies	-	-	4,182	4,182	2,413	(1,769)	67,248	57,248	(10,000)	53,066	7%
4351	Yearbook	-	-	-	-	-	-	3,828	3,828	-	3,828	0%
4390	Uniforms	-	-	-	-	-	-	3,030	3,030	-	3,030	0%
4400	NonCapEquip-Gen	-	-	5,328	5,328	12,523	7,195	66,579	68,624	2,045	63,297	8%
4430	OffceFurnEqp<5k	-	-	12	12	5,587	5,575	50,422	36,934	(13,488)	36,921	0%
4440	Computers <$5k	2,485	-	174	2,659	28,397	25,737	82,332	95,442	13,110	92,783	3%
4710	Food	-	(11)	-	(11)	14,869	14,880	1,719,453	1,669,453	(50,000)	1,669,464	0%
4720	Food:Other Food	-	(413)	5,104	4,691	14,534	9,843	91,123	92,178	1,055	87,487	5%
4999	Misc Exp-Suspense	3,000	86,261	206,896	296,156	-	(296,156)	-	-	-	(296,156)	-
	SUBTOTAL - Books and Supplies	**8,448**	**227,631**	**373,872**	**609,951**	**449,898**	**(160,054)**	**3,462,686**	**3,516,816**	**54,130**	**2,906,865**	**17%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	142,938	961,395	507,281	1,611,614	1,589,427	(22,187)	6,008,065	6,008,065	-	4,396,451	27%
5205	Conference Fees	678	-	-	678	7,845	7,167	89,070	75,109	(13,960)	74,431	1%
5210	MilesParkTolls	2,178	4,267	2,991	9,435	4,337	(5,098)	142,425	137,425	(5,000)	127,990	7%
5215	TravConferences	-	-	-	-	500	500	6,061	18,561	12,500	18,561	0%
5220	TraLodging	-	20	879	899	4,259	3,360	119,485	126,701	7,215	125,802	1%
5300	DuesMemberships	75	6,913	10,258	17,246	20,272	3,025	107,349	107,449	100	90,203	16%
5450	Other Insurance	54,193	18,066	21,740	93,999	68,683	(25,316)	274,731	274,731	-	180,732	34%
5500	OpsHousekeeping	2,270	5,079	6,554	13,903	40,042	26,139	270,376	253,831	(16,545)	239,928	5%
5510	Gas & Electric	3,689	30,166	25,902	59,758	43,648	(16,109)	317,926	277,926	(40,000)	218,169	22%
5610	Rent & Leases	40,129	225,505	271,621	537,255	388,951	(148,304)	3,904,429	3,882,374	(22,055)	3,345,120	14%
5620	EquipmentLeases	8,296	14,730	18,004	41,031	7,256	(33,774)	210,739	210,739	-	169,708	19%
5630	Reps&MaintBldng	-	33,577	26,679	60,256	42,812	(17,444)	275,114	195,114	(80,000)	134,858	31%
5800	ProfessServices	6,750	54,568	90,685	152,003	137,388	(14,615)	2,112,509	1,079,164	(1,033,345)	927,161	14%
5810	Legal	1,919	15,775	44,678	62,372	26,250	(36,122)	518,899	518,899	-	456,527	12%
5813	SchPrgAftSchool	-	2,250	61,386	63,636	48,448	(15,189)	648,393	415,082	(233,311)	351,446	15%
5814	SchPrgAcadComps	-	694	225	919	12,488	11,569	62,253	55,253	(7,000)	54,334	2%
5819	SchlProgs-Other	-	7,600	6,873	14,473	25,746	11,273	92,983	104,404	11,421	89,931	14%
5820	Audit & CPA	-	875	-	875	30,028	29,153	152,716	152,716	-	151,841	1%
5825	DMSBusinessSvcs	-	103,404	-	103,404	224,434	121,030	500,000	500,000	-	396,596	21%
5835	Field Trips	2,885	718	6,302	9,904	23,460	13,556	203,840	216,584	12,744	206,679	5%
5836	FieldTrip Trans	-	9,579	6,386	15,965	-	(15,965)	63,860	63,860	-	47,895	25%
5840	MarkngStdtRecrt	-	270	16,898	17,168	31,200	14,032	191,799	191,799	-	174,631	9%
5850	Oversight Fees	6,161	18,806	54,840	79,807	76,871	(2,936)	418,674	418,674	-	338,867	19%
5857	Payroll Fees	-	1,873	-	1,873	46,842	44,969	208,366	208,366	-	206,494	1%
5860	Service Fees	7,910	307	(5,160)	3,057	7,851	4,793	33,492	33,492	-	30,435	9%
5863	Prof Developmnt	-	465	4,499	4,964	30,072	25,108	224,534	247,283	22,750	242,319	2%
5864	Prof Dev-Other	-	1,677	11,016	12,693	13,941	1,248	420,692	358,692	(62,000)	345,999	4%
5869	SpEd Ctrct Inst	12,337	750	5,444	18,530	13,575	(4,956)	-	837,010	837,010	818,480	2%
5872	SpEd Fees	10,110	10,110	6,740	26,959	50,449	23,490	-	278,743	278,743	251,783	10%
5875	StaffRecruiting	-	1,223	173	1,396	3,827	2,431	15,309	15,309	-	13,913	9%
5884	Substitutes	-	10,257	59,732	69,988	34,080	(35,908)	480,700	463,700	(17,000)	393,711	15%
5890	OthSvcsNon-Inst	3,388	-	5,815	9,203	54,629	45,426	231,904	211,904	(20,000)	202,701	4%
5900	Communications	655	1,732	145	2,532	24,222	21,690	108,733	108,733	-	106,200	2%
5920	TelecomInternet	6,317	8,598	11,005	25,920	9,423	(16,497)	502,422	478,422	(24,000)	452,501	5%
5930	PostageDelivery	-	6,460	652	7,112	17,992	10,880	84,330	84,330	-	77,218	8%
5940	Technology	-	7,796	5,400	13,196	42,576	29,380	216,765	225,738	8,973	212,542	6%
	SUBTOTAL - Services & Operations	**312,877**	**1,565,504**	**1,285,642**	**3,164,023**	**3,203,822**	**39,799**	**19,218,942**	**18,836,181**	**(382,761)**	**15,672,158**	**17%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	9,800	-	9,800	-	(9,800)	-	2,170,584	2,170,584	2,160,784	0%
6400	EquipFixed	-	-	5,845	5,845	-	(5,845)	-	114,692	114,692	108,847	5%
6900	Depreciation	-	-	-	-	46,459	46,459	1,005,243	1,005,243	-	1,005,243	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**9,800**	**5,845**	**15,645**	**46,459**	**30,814**	**1,005,243**	**3,290,519**	**2,285,276**	**3,274,874**	**0%**
Other Outflows												
7299	Encroachment	-	10,110	(34,047)	(23,937)	-	23,937	278,743	0	(278,743)	23,937	0%
7438	InterestExpense	43,042	29,793	189,886	262,721	228,863	(33,858)	595,203	595,203	-	332,482	44%
	SUBTOTAL - Other Outflows	**43,042**	**39,903**	**155,840**	**238,785**	**228,863**	**(9,921)**	**873,946**	**595,203**	**(278,743)**	**356,419**	**40%**
TOTAL EXPENSES		**1,926,603**	**4,521,724**	**4,339,547**	**10,787,874**	**10,565,914**	**(221,960)**	**56,613,408**	**58,571,870**	**1,958,462**	**47,783,996**	**18%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	75,698	343,603	293,142	712,444	704,891	7,553	6,879,059	6,879,059	-	6,166,615	10%
Federal Revenue	-	1,840	-	1,840	21,021	(19,181)	1,178,414	1,178,414	-	1,176,574	0%
Other State Revenues	12,965	-	86,302	99,267	28,728	70,539	1,388,951	1,404,617	15,666	1,305,350	7%
Other Local Revenues (incl. suspense)	6,000	-	5,797	11,797	7,311	4,486	64,182	64,182	-	52,386	18%
Total Revenue	**94,663**	**345,443**	**385,241**	**825,347**	**761,951**	**63,397**	**9,510,606**	**9,526,272**	**15,666**	**8,700,924**	**9%**
Expenses											
Certificated Salaries	154,335	268,954	231,137	654,426	634,682	(19,744)	2,788,888	2,788,888	-	2,134,463	23%
Classified Salaries	42,241	44,889	60,287	147,417	129,069	(18,348)	610,005	684,005	(74,000)	536,588	22%
Benefits	28,667	107,975	89,460	226,102	227,537	1,435	1,187,476	1,206,502	(19,026)	980,400	19%
Books and Supplies	1,270	66,710	39,854	107,834	128,574	20,740	577,771	588,348	(10,577)	480,514	18%
Services and Other Operating Expenditures	11,951	325,251	240,732	577,934	514,804	(63,129)	3,592,319	3,380,445	211,873	2,802,511	17%
Depreciation & Cap Outlay	-	-	5,845	5,845	-	(5,845)	71,472	361,176	(289,704)	355,332	2%
Other Outflows	-	-	-	-	-	-	15,494	-	15,494	-	-
Total Expenses	**238,463**	**813,779**	**667,314**	**1,719,556**	**1,634,666**	**(84,890)**	**8,843,426**	**9,009,365**	**(165,939)**	**7,289,809**	**19%**
Operating Income				**(894,208)**	**(872,715)**	**(21,494)**	**667,180**	**516,907**	**(150,273)**	**1,411,115**	
Fund Balance											
Beginning Balance (Unaudited)							4,811,843	4,811,843			
Audit Adjustment							-	-			
Beginning Balance (Audited)							4,811,843	4,811,843			
Operating Income							667,180	516,907			
Ending Fund Balance							**5,479,023**	**5,328,750**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	192,222	192,222	384,444	404,981	20,537	4,740,643	4,740,643	-	4,356,199	8%
8012	EPA Entitlement	-	-	-	-	-	-	788,145	788,145	-	788,145	0%
8019	Prior Year Adjustments	8	-	-	8	-	(8)	-	-	-	(8)	-
8096	InLieuPropTaxes	75,690	151,381	100,920	327,992	299,910	(28,081)	1,350,271	1,350,271	-	1,022,280	24%
	SUBTOTAL - LCFF Entitlement	**75,698**	**343,603**	**293,142**	**712,444**	**704,891**	**(7,553)**	**6,879,059**	**6,879,059**	**-**	**6,166,615**	**10%**
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	-	-	67,875	67,875	-	67,875	0%
8220	SchLunchFederal	-	-	-	-	-	-	271,704	271,704	-	271,704	0%
8290	All Other Federal Revenue	-	1,840	-	1,840	21,021	19,181	838,835	838,835	-	836,995	0%
	SUBTOTAL - Federal Revenue	**-**	**1,840**	**-**	**1,840**	**21,021**	**19,181**	**1,178,414**	**1,178,414**	**-**	**1,176,574**	**0%**
Other State Revenue												
8311	SpEd Revenue	12,965	-	36,302	49,267	28,728	(20,539)	319,485	319,485	-	270,218	15%
8520	SchoolNutrState	-	-	-	-	-	-	22,737	22,737	-	22,737	0%
8550	MandCstReimburs	-	-	-	-	-	-	195,780	195,780	-	195,780	0%
8560	StateLotteryRev	-	-	-	-	-	-	118,736	118,736	-	118,736	0%
8590	AllOthStateRev	-	-	50,000	50,000	-	(50,000)	732,213	747,878	15,666	697,878	7%
	SUBTOTAL - Other State Revenue	**12,965**	**-**	**86,302**	**99,267**	**28,728**	**(70,539)**	**1,388,951**	**1,404,617**	**15,666**	**1,305,350**	**7%**
Local Revenue												
8634	StudentLunchFee	-	-	-	-	918	918	9,183	9,183	-	9,183	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	6,000	-	-	6,000	6,393	393	55,000	55,000	-	49,000	11%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	5,797	5,797	-	(5,797)	-	-	-	(5,797)	-
	SUBTOTAL - Local Revenue	**6,000**	**-**	**5,797**	**11,797**	**7,311**	**(4,486)**	**64,182**	**64,182**	**-**	**52,386**	**18%**
TOTAL REVENUE		**94,663**	**345,443**	**385,241**	**825,347**	**761,951**	**(63,397)**	**9,510,606**	**9,526,272**	**15,666**	**8,700,924**	**9%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	98,617	181,471	196,238	476,325	469,595	(6,730)	2,234,641	2,234,641	-	1,758,316	21%
1300	Cert Adminis	55,718	87,483	34,899	178,101	165,086	(13,014)	554,247	554,247	-	376,146	32%
	SUBTOTAL - Certificated Salaries	**154,335**	**268,954**	**231,137**	**654,426**	**634,682**	**(19,744)**	**2,788,888**	**2,788,888**	**-**	**2,134,463**	**23%**
Classified Salaries												
2400	Clerical & Tech	10,965	7,988	11,455	30,408	47,832	17,424	191,328	191,328	-	160,920	16%
2900	OtherClassStaff	31,276	36,900	48,832	117,008	81,237	(35,772)	418,677	492,677	74,000	375,669	24%
	SUBTOTAL - Classified Salaries	**42,241**	**44,889**	**60,287**	**147,417**	**129,069**	**(18,348)**	**610,005**	**684,005**	**74,000**	**536,588**	**22%**
Employee Benefits												
3101	STRS	12,993	35,703	36,381	85,078	77,036	(8,041)	421,268	421,268	-	336,190	20%
3202	PERS	3,982	7,274	9,416	20,673	23,312	2,639	110,179	123,544	13,365	102,871	17%
3301	OASDI/Med	5,210	6,178	7,597	18,985	19,550	565	99,582	105,243	5,661	86,257	18%
3401	HlthWelfare	-	55,041	32,530	87,571	82,290	(5,281)	493,740	493,740	-	406,168	18%
3501	UnemployIns	-	1,591	1,344	2,934	10,996	8,062	24,436	24,436	-	21,502	12%
3601	WorkersCmp	6,482	2,161	2,161	10,804	14,352	3,548	38,272	38,272	-	27,468	28%
3901	OthBenes	-	26	30	56	-	(56)	-	-	-	(56)	-
	SUBTOTAL - Employee Benefits	**28,667**	**107,975**	**89,460**	**226,102**	**227,537**	**1,435**	**1,187,476**	**1,206,502**	**19,026**	**980,400**	**19%**
Books & Supplies												
4100	Text&CoreCurric	-	61,672	13,807	75,479	80,000	4,521	10,000	110,000	100,000	34,521	69%
4200	BooksOthRefMats	-	-	-	-	-	-	15,000	7,500	(7,500)	7,500	0%
4310	Ins Mats & Sups	-	-	4,940	4,940	6,836	1,896	75,000	54,022	(20,978)	49,082	9%
4315	OthrSupplies	-	-	854	854	-	(854)	10,000	9,600	(400)	8,746	9%
4320	Office Supplies	-	-	564	564	2,500	1,936	10,000	5,000	(5,000)	4,436	11%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	105	105	-	(105)	15,000	3,000	(12,000)	2,895	3%
4335	PE Supplies	-	-	-	-	4,000	4,000	5,000	5,000	-	5,000	0%
4340	Educat Software	-	5,024	-	5,024	27,862	22,838	51,130	39,530	(11,600)	34,506	13%
4345	NonInstStdntSup	-	71	-	71	2,838	2,767	15,000	5,000	(10,000)	4,929	1%
4346	TeacherSupplies	1,270	-	-	1,270	389	(881)	-	-	-	(1,270)	-
4350	Cust. Supplies	-	-	2,400	2,400	-	(2,400)	30,000	20,000	(10,000)	17,600	12%
4430	OffceFurnEqp<5k	-	-	-	-	-	-	20,600	8,100	(12,500)	8,100	0%
4440	Computers <$5k	-	-	-	-	138	138	15,000	10,000	(5,000)	10,000	0%
4710	Food	-	-	-	-	-	-	294,005	294,005	-	294,005	0%
4720	Food:Other Food	-	-	3,201	3,201	4,012	811	12,036	17,591	5,555	14,390	18%
4999	Misc Exp-Suspense	-	(58)	13,984	13,926	-	(13,926)	-	-	-	(13,926)	-
	SUBTOTAL - Books and Supplies	**1,270**	**66,710**	**39,854**	**107,834**	**128,574**	**20,740**	**577,771**	**588,348**	**10,577**	**480,514**	**18%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	-	165,806	82,903	248,709	248,709	0	994,835	994,835	-	746,126	25%
5205	Conference Fees	-	-	-	-	3,750	3,750	15,000	3,000	(12,000)	3,000	0%
5210	MilesParkTolls	-	-	194	194	1,250	1,056	5,000	5,000	-	4,806	4%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	500	500	2,000	2,000	-	2,000	0%
5300	DuesMemberships	-	1,728	(352)	1,377	2,672	1,296	10,688	10,688	-	9,312	13%
5450	Other Insurance	8,241	2,747	2,747	13,735	8,362	(5,373)	33,449	33,449	-	19,714	41%
5500	OpsHousekeeping	546	2,683	2,453	5,682	18,750	13,068	75,000	60,000	(15,000)	54,318	9%
5510	Gas & Electric	-	8,223	4,976	13,199	-	(13,199)	100,000	70,000	(30,000)	56,801	19%
5610	Rent & Leases	-	127,658	117,658	245,317	117,658	(127,659)	1,387,132	1,387,132	-	1,141,815	18%
5620	EquipmentLeases	1,139	5,800	2,912	9,850	7,256	(2,594)	29,025	29,025	-	19,175	34%
5630	Reps&MaintBldng	-	2,700	14,749	17,449	669	(16,780)	69,540	44,540	(25,000)	27,091	39%
5800	ProfessServices	-	4,518	2,280	6,798	78	(6,720)	226,297	116,639	(109,658)	109,841	6%
5810	Legal	-	-	275	275	-	(275)	20,059	20,059	-	19,784	1%
5813	SchPrgAftSchool	-	-	-	-	27,378	27,378	109,513	9,237	(100,276)	9,237	0%
5814	SchPrgAcadComps	-	-	-	-	675	675	15,000	10,000	(5,000)	10,000	0%
5819	SchlProgs-Other	-	-	288	288	8,750	8,463	35,000	35,000	-	34,713	1%
5820	Audit & CPA	-	-	-	-	3,437	3,437	13,749	13,749	-	13,749	0%
5825	DMSBusinessSvcs	-	-	-	-	9,720	9,720	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	-	30,000	30,000	-	30,000	0%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	45	2,483	2,528	3,765	1,237	15,059	15,059	-	12,531	17%
5850	Oversight Fees	-	-	-	-	-	-	68,791	68,791	-	68,791	0%
5857	Payroll Fees	-	-	-	-	6,437	6,437	25,750	25,750	-	25,750	0%
5860	Service Fees	2,025	-	(1,993)	32	502	469	2,318	2,318	-	2,286	1%
5863	Prof Developmnt	-	-	235	235	5,000	4,765	20,000	20,666	666	20,431	1%
5864	Prof Dev-Other	-	1,377	-	1,377	-	(1,377)	58,000	45,000	(13,000)	43,623	3%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	101,900	101,900	101,900	0%
5872	SpEd Fees	-	-	-	-	-	-	-	15,494	15,494	15,494	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	6,412	6,412	-	(6,412)	30,900	30,900	-	24,488	21%
5890	OthSvcsNon-Inst	-	-	2,025	2,025	29,202	27,177	116,809	96,809	(20,000)	94,784	2%
5900	Communications	-	-	-	-	1,250	1,250	5,000	5,000	-	5,000	0%
5920	TelecomInternet	-	958	487	1,445	-	(1,445)	63,405	63,405	-	61,960	2%
5930	PostageDelivery	-	1,009	-	1,009	3,750	2,742	15,000	15,000	-	13,992	7%
5940	Technology	-	-	-	-	5,284	5,284	-	-	-	-	-
	SUBTOTAL - Services & Operations	**11,951**	**325,251**	**240,732**	**577,934**	**514,804**	**(63,129)**	**3,592,319**	**3,380,445**	**(211,873)**	**2,802,511**	**17%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	265,704	265,704	265,704	0%
6400	EquipFixed	-	-	5,845	5,845	-	(5,845)	-	24,000	24,000	18,155	24%
6900	Depreciation	-	-	-	-	-	-	71,472	71,472	-	71,472	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**5,845**	**5,845**	**-**	**(5,845)**	**71,472**	**361,176**	**289,704**	**355,332**	**2%**
Other Outflows												
7299	Encroachment	-	-	-	-	-	-	15,494	-	(15,494)	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**15,494**	**-**	**(15,494)**	**-**	**-**
TOTAL EXPENSES		**238,463**	**813,779**	**667,314**	**1,719,556**	**1,634,666**	**(84,890)**	**8,843,426**	**9,009,365**	**165,939**	**7,289,809**	**19%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	63,824	283,685	241,136	588,645	588,266	379	4,916,902	4,916,902	-	4,328,257	12%
Federal Revenue	-	-	-	-	-	-	499,381	499,381	-	499,381	0%
Other State Revenues	10,929	-	30,601	41,530	22,661	18,869	539,656	539,656	-	498,126	8%
Other Local Revenues (incl. suspense)	0	3,736	1,341	5,077	2,470	2,607	33,343	33,343	-	28,266	15%
Total Revenue	**74,753**	**287,421**	**273,078**	**635,251**	**613,397**	**21,855**	**5,989,282**	**5,989,282**	**-**	**5,354,030**	**11%**
Expenses											
Certificated Salaries	112,754	172,654	190,660	476,068	481,444	5,376	2,166,303	2,166,303	-	1,690,235	22%
Classified Salaries	14,755	58,550	39,473	112,777	96,190	(16,587)	438,606	477,606	(39,000)	364,829	24%
Benefits	18,329	94,916	72,329	185,574	184,526	(1,048)	978,684	978,684	-	793,110	19%
Books and Supplies	1,246	76,776	14,451	92,473	79,214	(13,259)	426,947	479,852	(52,905)	387,379	19%
Services and Other Operating Expenditures	23,426	168,091	97,766	289,284	291,712	2,429	1,737,696	1,675,021	62,675	1,385,737	17%
Depreciation & Cap Outlay	-	-	-	-	-	-	69,484	314,298	(244,814)	314,298	0%
Other Outflows	-	-	-	-	-	-	12,147	-	12,147	-	-
Total Expenses	**170,510**	**570,987**	**414,679**	**1,156,176**	**1,133,087**	**(23,089)**	**5,829,868**	**6,091,765**	**(261,897)**	**4,935,589**	**19%**
Operating Income				**(520,925)**	**(519,691)**	**(1,234)**	**159,414**	**(102,483)**	**(261,897)**	**418,442**	
Fund Balance											
Beginning Balance (Unaudited)							1,255,568	1,255,568			
Audit Adjustment							-	-			
Beginning Balance (Audited)							1,255,568	1,255,568			
Operating Income							159,414	(102,483)			
Ending Fund Balance							**1,414,982**	**1,153,085**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	156,037	156,037	312,074	335,374	23,300	3,378,044	3,378,044	-	3,065,970	9%
8012	EPA Entitlement	-	-	-	-	-	-	559,149	559,149	-	559,149	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	63,824	127,648	85,099	276,571	252,892	(23,679)	979,709	979,709	-	703,139	28%
	SUBTOTAL - LCFF Entitlement	**63,824**	**283,685**	**241,136**	**588,645**	**588,266**	**(379)**	**4,916,902**	**4,916,902**	**-**	**4,328,257**	**12%**
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	-	-	58,875	58,875	-	58,875	0%
8220	SchLunchFederal	-	-	-	-	-	-	202,266	202,266	-	202,266	0%
8290	All Other Federal Revenue	-	-	-	-	-	-	238,240	238,240	-	238,240	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**-**	**-**	**499,381**	**499,381**	**-**	**499,381**	**0%**
Other State Revenue												
8311	SpEd Revenue	10,929	-	30,601	41,530	22,661	(18,869)	231,807	231,807	-	190,277	18%
8520	SchoolNutrState	-	-	-	-	-	-	19,867	19,867	-	19,867	0%
8550	MandCstReimburs	-	-	-	-	-	-	163,554	163,554	-	163,554	0%
8560	StateLotteryRev	-	-	-	-	-	-	86,151	86,151	-	86,151	0%
8590	AllOthStateRev	-	-	-	-	-	-	38,277	38,277	-	38,277	0%
	SUBTOTAL - Other State Revenue	**10,929**	**-**	**30,601**	**41,530**	**22,661**	**(18,869)**	**539,656**	**539,656**	**-**	**498,126**	**8%**
Local Revenue												
8634	StudentLunchFee	0	-	-	0	321	321	3,208	3,208	-	3,208	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	-	2,149	2,149	30,135	30,135	-	30,135	0%
8791	SpEd Revenue (Local)	-	3,736	-	3,736	-	(3,736)	-	-	-	(3,736)	-
8999	Revenues-Susp	-	-	1,341	1,341	-	(1,341)	-	-	-	(1,341)	-
	SUBTOTAL - Local Revenue	**0**	**3,736**	**1,341**	**5,077**	**2,470**	**(2,607)**	**33,343**	**33,343**	**-**	**28,266**	**15%**
TOTAL REVENUE		**74,753**	**287,421**	**273,078**	**635,251**	**613,397**	**(21,855)**	**5,989,282**	**5,989,282**	**-**	**5,354,030**	**11%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date					Annual Budget				
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	72,261	145,044	163,050	380,355	378,614	(1,741)	1,740,983	1,740,983	-	1,360,628	22%
1300	Cert Adminis	40,493	27,610	27,610	95,713	102,830	7,117	425,320	425,320	-	329,607	23%
	SUBTOTAL - Certificated Salaries	**112,754**	**172,654**	**190,660**	**476,068**	**481,444**	**5,376**	**2,166,303**	**2,166,303**	**-**	**1,690,235**	**22%**
Classified Salaries												
2400	Clerical & Tech	10,583	34,933	11,678	57,194	41,960	(15,234)	167,840	167,840	-	110,646	34%
2900	OtherClassStaff	4,172	23,616	27,794	55,583	54,230	(1,352)	270,766	309,766	39,000	254,183	18%
	SUBTOTAL - Classified Salaries	**14,755**	**58,550**	**39,473**	**112,777**	**96,190**	**(16,587)**	**438,606**	**477,606**	**39,000**	**364,829**	**24%**
Employee Benefits												
3101	STRS	7,689	28,059	29,110	64,858	62,614	(2,244)	330,913	330,913	-	266,055	20%
3202	PERS	2,546	6,361	7,010	15,917	16,471	554	79,221	79,221	-	63,304	20%
3301	OASDI/Med	2,756	5,231	5,769	13,756	14,488	731	73,252	73,252	-	59,496	19%
3401	HlthWelfare	-	53,200	28,661	81,861	77,354	(4,508)	464,124	464,124	-	382,263	18%
3501	UnemployIns	-	285	-	285	690	405	1,533	1,533	-	1,248	19%
3601	WorkersCmp	5,338	1,779	1,779	8,896	12,832	3,936	29,331	29,331	-	20,435	30%
3901	OthBenes	-	-	-	-	78	78	310	310	-	310	0%
	SUBTOTAL - Employee Benefits	**18,329**	**94,916**	**72,329**	**185,574**	**184,526**	**(1,048)**	**978,684**	**978,684**	**-**	**793,110**	**19%**
Books & Supplies												
4100	Text&CoreCurric	-	50,219	(617)	49,602	13,681	(35,921)	25,000	81,500	56,500	31,898	61%
4200	BooksOthRefMats	-	-	-	-	-	-	5,000	-	(5,000)	-	-
4310	Ins Mats & Sups	-	1,742	533	2,276	7,500	5,224	30,000	49,583	19,583	47,307	5%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	-	309	309	2,500	2,191	10,000	10,000	-	9,691	3%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	7,598	7,598	42,434	34,835	57,982	39,804	(18,178)	32,206	19%
4345	NonInstStdntSup	1,246	545	-	1,791	-	(1,791)	10,000	10,000	-	8,209	18%
4430	OffceFurnEqp<5k	-	-	-	-	600	600	6,000	6,000	-	6,000	0%
4440	Computers <$5k	-	-	-	-	12,500	12,500	15,625	15,625	-	15,625	0%
4710	Food	-	(11)	-	(11)	-	11	247,340	247,340	-	247,351	0%
4720	Food:Other Food	-	(578)	-	(578)	-	578	10,000	10,000	-	10,578	-6%
4999	Misc Exp-Suspense	-	25,256	6,628	31,884	-	(31,884)	-	-	-	(31,884)	-
	SUBTOTAL - Books and Supplies	**1,246**	**76,776**	**14,451**	**92,473**	**79,214**	**(13,259)**	**426,947**	**479,852**	**52,905**	**387,379**	**19%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	-	149,815	74,908	224,723	224,723	0	898,892	898,892	-	674,169	25%
5205	Conference Fees	-	-	-	-	1,500	1,500	6,000	6,000	-	6,000	0%
5210	MilesParkTolls	-	-	-	-	625	625	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	2,500	2,500	-	2,500	0%
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	1,020	-	1,020	1,500	480	6,000	6,000	-	4,980	17%
5450	Other Insurance	5,816	1,939	1,939	9,694	6,937	(2,757)	27,746	27,746	-	18,052	35%
5500	OpsHousekeeping	-	-	-	-	-	-	17,510	17,510	-	17,510	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	-	-	2,000	2,000	164,833	125,833	(39,000)	125,833	0%
5620	EquipmentLeases	1,081	1,162	1,290	3,533	-	(3,533)	20,000	20,000	-	16,467	18%
5630	Reps&MaintBldng	-	(742)	-	(742)	7,187	7,929	28,749	28,749	-	29,491	-3%
5800	ProfessServices	-	2,775	5,863	8,639	-	(8,639)	165,215	42,643	(122,572)	34,005	20%
5810	Legal	-	9,278	2,860	12,138	5,000	(7,137)	20,000	20,000	-	7,863	61%
5813	SchPrgAftSchool	-	-	-	-	-	-	2,000	2,000	-	2,000	0%
5814	SchPrgAcadComps	-	694	-	694	3,000	2,306	12,000	12,000	-	11,306	6%
5819	SchlProgs-Other	-	(50)	3,990	3,940	2,500	(1,440)	10,000	10,000	-	6,060	39%
5820	Audit & CPA	-	-	-	-	2,500	2,500	10,000	10,000	-	10,000	0%
5825	DMSBusinessSvcs	-	-	-	-	11,304	11,304	-	-	-	-	-
5835	Field Trips	-	-	805	805	5,000	4,195	20,000	10,000	(10,000)	9,195	8%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	-	20,000	20,000	-	20,000	0%
5850	Oversight Fees	-	-	-	-	2,950	2,950	49,169	49,169	-	49,169	0%
5857	Payroll Fees	-	-	-	-	-	-	21,000	21,000	-	21,000	0%
5860	Service Fees	1,820	-	(1,809)	11	375	364	1,500	1,500	-	1,489	1%
5863	Prof Developmnt	-	-	-	-	2,861	2,861	11,442	11,442	-	11,442	0%
5864	Prof Dev-Other	-	(1,077)	-	(1,077)	-	1,077	75,500	55,500	(20,000)	56,577	-2%
5869	SpEd Ctrct Inst	12,337	750	-	13,087	(5,000)	(18,087)	-	116,750	116,750	103,664	11%
5872	SpEd Fees	-	-	-	-	-	-	-	12,147	12,147	12,147	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	5,321	5,321	-	(5,321)	76,000	76,000	-	70,679	7%
5890	OthSvcsNon-Inst	-	-	1,820	1,820	5,851	4,031	23,405	23,405	-	21,585	8%
5900	Communications	-	-	-	-	-	-	4,635	4,635	-	4,635	0%
5920	TelecomInternet	2,372	958	780	4,110	-	(4,110)	36,600	36,600	-	32,490	11%
5930	PostageDelivery	-	1,569	-	1,569	1,750	181	7,000	7,000	-	5,431	22%
5940	Technology	-	-	-	-	9,150	9,150	-	-	-	-	-
	SUBTOTAL - Services & Operations	**23,426**	**168,091**	**97,766**	**289,284**	**291,712**	**2,429**	**1,737,696**	**1,675,021**	**(62,675)**	**1,385,737**	**17%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	244,814	244,814	244,814	0%
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	-	-	-	69,484	69,484	-	69,484	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**-**	**69,484**	**314,298**	**244,814**	**314,298**	**0%**
Other Outflows												
7299	Encroachment	-	-	-	-	-	-	12,147	-	(12,147)	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**12,147**	**-**	**(12,147)**	**-**	**-**
TOTAL EXPENSES		**170,510**	**570,987**	**414,679**	**1,156,176**	**1,133,087**	**(23,089)**	**5,829,868**	**6,091,765**	**261,897**	**4,935,589**	**19%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	63,914	279,907	237,298	581,119	573,759	7,361	4,907,330	4,907,330	-	4,326,211	12%
Federal Revenue	-	-	-	-	5,910	(5,910)	473,723	468,387	(5,336)	468,387	0%
Other State Revenues	10,948	-	80,655	91,603	104,215	(12,612)	656,427	672,093	15,666	580,490	14%
Other Local Revenues (incl. suspense)	500	2,870	1,490	4,860	3,284	1,575	58,869	58,869	-	54,009	8%
Total Revenue	**75,362**	**282,777**	**319,443**	**677,582**	**687,168**	**(9,586)**	**6,096,349**	**6,106,679**	**10,330**	**5,429,096**	**11%**
Expenses											
Certificated Salaries	102,550	171,817	163,609	437,975	428,532	(9,443)	2,018,348	1,972,136	46,212	1,534,160	22%
Classified Salaries	50,923	49,722	54,572	155,217	130,884	(24,334)	493,048	539,260	(46,212)	384,043	29%
Benefits	29,878	85,914	46,486	162,277	153,723	(8,554)	888,593	888,593	-	726,316	18%
Books and Supplies	2,932	355	29,129	32,417	36,933	4,516	386,564	395,565	(9,001)	363,149	8%
Services and Other Operating Expenditures	101,302	106,848	275,002	483,151	470,554	(12,598)	2,130,019	2,143,068	(13,048)	1,659,916	23%
Depreciation & Cap Outlay	-	-	-	-	-	-	63,804	330,848	(267,044)	330,848	0%
Other Outflows	-	-	-	-	-	-	11,720	-	11,720	-	-
Total Expenses	**287,585**	**414,655**	**568,798**	**1,271,038**	**1,220,625**	**(50,413)**	**5,992,096**	**6,269,470**	**(277,374)**	**4,998,432**	**20%**
Operating Income				**(593,456)**	**(533,457)**	**(59,998)**	**104,253**	**(162,791)**	**(267,044)**	**430,665**	
Fund Balance											
Beginning Balance (Unaudited)							1,071,970	1,071,970			
Audit Adjustment							-	-			
Beginning Balance (Audited)							1,071,970	1,071,970			
Operating Income							104,253	(162,791)			
Ending Fund Balance							**1,176,223**	**909,179**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	152,080	152,080	304,160	320,511	16,351	3,324,404	3,324,404	-	3,020,244	9%
8012	EPA Entitlement	-	-	-	-	-	-	572,645	572,645	-	572,645	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	63,914	127,827	85,218	276,959	253,247	(23,712)	1,010,281	1,010,281	-	733,322	27%
	SUBTOTAL - LCFF Entitlement	**63,914**	**279,907**	**237,298**	**581,119**	**573,759**	**(7,361)**	**4,907,330**	**4,907,330**	**-**	**4,326,211**	**12%**
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	-	-	56,875	56,875	-	56,875	0%
8220	SchLunchFederal	-	-	-	-	-	-	210,830	210,830	-	210,830	0%
8290	All Other Federal Revenue	-	-	-	-	5,910	5,910	206,018	200,682	(5,336)	200,682	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**5,910**	**5,910**	**473,723**	**468,387**	**(5,336)**	**468,387**	**0%**
Other State Revenue												
8311	SpEd Revenue	10,948	-	30,655	41,603	30,613	(10,990)	239,041	239,041	-	197,438	17%
8520	SchoolNutrState	-	-	-	-	-	-	19,643	19,643	-	19,643	0%
8550	MandCstReimburs	-	-	-	-	-	-	163,990	163,990	-	163,990	0%
8560	StateLotteryRev	-	-	-	-	-	-	88,839	88,839	-	88,839	0%
8590	AllOthStateRev	-	-	50,000	50,000	73,602	23,602	144,914	160,580	15,666	110,580	31%
	SUBTOTAL - Other State Revenue	**10,948**	**-**	**80,655**	**91,603**	**104,215**	**12,612**	**656,427**	**672,093**	**15,666**	**580,490**	**14%**
Local Revenue												
8634	StudentLunchFee	-	-	-	-	427	427	4,270	4,270	-	4,270	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	500	1,072	-	1,572	2,857	1,286	54,599	54,599	-	53,027	3%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	1,798	1,490	3,288	-	(3,288)	-	-	-	(3,288)	-
	SUBTOTAL - Local Revenue	**500**	**2,870**	**1,490**	**4,860**	**3,284**	**(1,575)**	**58,869**	**58,869**	**-**	**54,009**	**8%**
TOTAL REVENUE		**75,362**	**282,777**	**319,443**	**677,582**	**687,168**	**9,586**	**6,096,349**	**6,106,679**	**10,330**	**5,429,096**	**11%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	51,469	125,909	129,197	306,574	346,414	39,840	1,681,876	1,635,664	(46,212)	1,329,089	19%
1300	Cert Adminis	51,081	45,908	34,412	131,401	82,118	(49,283)	336,472	336,472	-	205,071	39%
	SUBTOTAL - Certificated Salaries	**102,550**	**171,817**	**163,609**	**437,975**	**428,532**	**(9,443)**	**2,018,348**	**1,972,136**	**(46,212)**	**1,534,160**	**22%**
Classified Salaries												
2400	Clerical & Tech	20,247	16,615	18,944	55,805	41,208	(14,597)	164,833	190,965	26,132	135,160	29%
2900	OtherClassStaff	30,677	33,107	35,629	99,412	89,675	(9,737)	328,215	348,295	20,080	248,883	29%
	SUBTOTAL - Classified Salaries	**50,923**	**49,722**	**54,572**	**155,217**	**130,884**	**(24,334)**	**493,048**	**539,260**	**46,212**	**384,043**	**29%**
Employee Benefits												
3101	STRS	10,231	26,112	26,587	62,929	57,797	(5,132)	308,115	308,115	-	245,186	20%
3202	PERS	8,135	8,539	8,802	25,476	18,222	(7,254)	89,054	89,054	-	63,578	29%
3301	OASDI/Med	5,380	6,925	6,533	18,839	14,670	(4,169)	74,781	74,781	-	55,942	25%
3401	HlthWelfare	-	41,889	2,509	44,399	50,000	5,601	386,892	386,892	-	342,493	11%
3501	UnemployIns	-	383	-	383	663	280	1,473	1,473	-	1,090	26%
3601	WorkersCmp	6,132	2,044	2,044	10,220	12,372	2,152	28,278	28,278	-	18,058	36%
3901	OthBenes	-	22	10	32	-	(32)	-	-	-	(32)	-
	SUBTOTAL - Employee Benefits	**29,878**	**85,914**	**46,486**	**162,277**	**153,723**	**(8,554)**	**888,593**	**888,593**	**-**	**726,316**	**18%**
Books & Supplies												
4100	Text&CoreCurric	-	-	416	416	19,718	19,302	25,000	25,000	-	24,584	2%
4200	BooksOthRefMats	-	-	-	-	855	855	4,000	4,000	-	4,000	0%
4310	Ins Mats & Sups	-	-	4,229	4,229	4,079	(150)	26,500	31,434	4,934	27,205	13%
4320	Office Supplies	-	(1,978)	153	(1,825)	1,967	3,792	11,000	11,000	-	12,825	-17%
4325	ProfDevMat&Sups	-	-	-	-	125	125	500	500	-	500	0%
4326	Arts&MusicSupps	-	-	-	-	375	375	1,500	1,500	-	1,500	0%
4335	PE Supplies	-	-	-	-	500	500	2,000	2,000	-	2,000	0%
4340	Educat Software	-	563	14,049	14,611	-	(14,611)	54,310	58,377	4,067	43,766	25%
4345	NonInstStdntSup	447	-	2,332	2,779	1,610	(1,169)	7,000	7,000	-	4,221	40%
4346	TeacherSupplies	-	-	168	168	250	82	1,000	1,000	-	832	17%
4350	Cust. Supplies	-	-	197	197	75	(122)	300	300	-	103	66%
4390	Uniforms	-	-	-	-	-	-	500	500	-	500	0%
4400	NonCapEquip-Gen	-	-	-	-	1,780	1,780	7,120	7,120	-	7,120	0%
4440	Computers <$5k	2,485	-	-	2,485	2,832	347	6,602	6,602	-	4,117	38%
4710	Food	-	-	-	-	-	-	230,992	230,992	-	230,992	0%
4720	Food:Other Food	-	-	-	-	2,767	2,767	8,240	8,240	-	8,240	0%
4999	Misc Exp-Suspense	-	1,771	7,587	9,357	-	(9,357)	-	-	-	(9,357)	-
	SUBTOTAL - Books and Supplies	**2,932**	**355**	**29,129**	**32,417**	**36,933**	**4,516**	**386,564**	**395,565**	**9,001**	**363,149**	**8%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	82,592	82,592	82,592	247,776	224,723	(23,053)	991,104	991,104	-	743,328	25%
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	30	30	561	531	2,244	2,244	-	2,214	1%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	129	129	515	515	-	515	0%
5300	DuesMemberships	-	-	3,273	3,273	2,575	(698)	10,300	10,300	-	7,027	32%
5450	Other Insurance	5,553	1,851	1,851	9,255	6,952	(2,303)	27,808	27,808	-	18,553	33%
5500	OpsHousekeeping	-	-	112	112	1,288	1,175	5,150	5,150	-	5,038	2%
5510	Gas & Electric	1,102	-	(1,102)	-	-	-	-	-	-	-	-
5610	Rent & Leases	2,101	-	82,392	84,493	67,000	(17,493)	405,200	405,200	-	320,707	21%
5620	EquipmentLeases	2,237	1,413	1,045	4,695	-	(4,695)	16,068	16,068	-	11,373	29%
5630	Reps&MaintBldng	-	-	-	-	3,476	3,476	13,905	13,905	-	13,905	0%
5800	ProfessServices	-	10,000	5,535	15,535	15,000	(535)	167,268	75,765	(91,504)	60,230	21%
5810	Legal	1,919	-	2,408	4,327	8,750	4,423	35,000	35,000	-	30,673	12%
5813	SchPrgAftSchool	-	-	22,647	22,647	11,323	(11,323)	113,234	113,234	-	90,587	20%
5814	SchPrgAcadComps	-	-	225	225	500	275	2,000	2,000	-	1,775	11%
5819	SchlProgs-Other	-	7,650	2,595	10,245	5,000	(5,245)	20,000	20,000	-	9,755	51%
5820	Audit & CPA	-	-	-	-	-	-	10,313	10,313	-	10,313	0%
5825	DMSBusinessSvcs	-	-	-	-	21,151	21,151	-	-	-	-	-
5835	Field Trips	2,885	-	986	3,871	5,000	1,130	20,000	20,000	-	16,130	19%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	225	1,064	1,289	2,500	1,211	10,000	10,000	-	8,711	13%
5850	Oversight Fees	-	-	44,591	44,591	42,944	(1,647)	49,073	49,073	-	4,482	91%
5857	Payroll Fees	-	-	-	-	6,428	6,428	25,714	25,714	-	25,714	0%
5860	Service Fees	1,970	-	(1,959)	11	129	118	515	515	-	504	2%
5863	Prof Developmnt	-	-	2,200	2,200	7,666	5,467	15,000	30,666	15,666	28,466	7%
5864	Prof Dev-Other	-	-	3,500	3,500	7,500	4,000	30,000	30,000	-	26,500	12%
5869	SpEd Ctrct Inst	-	-	1,133	1,133	-	(1,133)	-	77,167	77,167	76,034	1%
5872	SpEd Fees	-	-	-	-	-	-	-	11,720	11,720	11,720	0%
5875	StaffRecruiting	-	-	-	-	77	77	309	309	-	309	0%
5884	Substitutes	-	-	12,787	12,787	16,803	4,016	77,000	77,000	-	64,213	17%
5890	OthSvcsNon-Inst	-	-	1,970	1,970	3,862	1,892	15,450	15,450	-	13,480	13%
5900	Communications	-	1,075	-	1,075	2,491	1,415	9,962	9,962	-	8,887	11%
5920	TelecomInternet	944	2,042	4,584	7,570	5,000	(2,570)	49,991	49,991	-	42,421	15%
5930	PostageDelivery	-	-	543	543	1,724	1,181	6,896	6,896	-	6,353	8%
5940	Technology	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**101,302**	**106,848**	**275,002**	**483,151**	**470,554**	**(12,598)**	**2,130,019**	**2,143,068**	**13,048**	**1,659,916**	**23%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	253,340	253,340	253,340	0%
6400	EquipFixed	-	-	-	-	-	-	-	13,704	13,704	13,704	0%
6900	Depreciation	-	-	-	-	-	-	63,804	63,804	-	63,804	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**-**	**63,804**	**330,848**	**267,044**	**330,848**	**0%**
Other Outflows												
7299	Encroachment	-	-	-	-	-	-	11,720	-	(11,720)	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**11,720**	**-**	**(11,720)**	**-**	**-**
TOTAL EXPENSES		**287,585**	**414,655**	**568,798**	**1,271,038**	**1,220,625**	**(50,413)**	**5,992,096**	**6,269,470**	**277,374**	**4,998,432**	**20%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	24,302	108,269	92,068	224,639	225,176	(536)	1,920,178	1,920,178	-	1,695,539	12%
Federal Revenue	25,153	(19,158)	2,664	8,659	8,545	115	155,404	156,566	1,162	147,907	6%
Other State Revenues	5,928	11,855	7,903	25,686	24,973	714	197,847	197,847	-	172,161	13%
Other Local Revenues (incl. suspense)	7,700	375	-	8,075	1,936	6,139	7,396	67,796	60,400	59,721	12%
Total Revenue	**63,082**	**101,342**	**102,636**	**267,060**	**260,629**	**6,431**	**2,280,825**	**2,342,387**	**61,562**	**2,075,327**	**11%**
Expenses											
Certificated Salaries	31,346	74,448	79,878	185,672	179,686	(5,986)	949,845	1,016,007	(66,162)	830,335	18%
Classified Salaries	3,331	9,549	14,696	27,575	15,551	(12,024)	69,781	69,781	-	42,206	40%
Benefits	6,976	32,437	21,668	61,081	67,128	6,047	354,746	354,746	-	293,665	17%
Books and Supplies	1,469	5,148	24,002	30,619	15,644	(14,975)	143,475	167,201	(23,726)	136,581	18%
Services and Other Operating Expenditures	11,950	21,134	62,299	95,382	106,746	11,364	797,040	826,345	(29,305)	730,962	12%
Depreciation & Cap Outlay	-	-	-	-	4,828	4,828	19,312	265,198	(245,886)	265,198	0%
Other Outflows	-	1,585	1,057	2,642	-	(2,642)	26,365	-	26,365	(2,642)	-
Total Expenses	**55,071**	**144,301**	**203,600**	**402,972**	**389,583**	**(13,389)**	**2,360,563**	**2,699,278**	**(338,714)**	**2,296,306**	**15%**
Operating Income				**(135,912)**	**(128,954)**	**(6,958)**	**(79,738)**	**(356,891)**	**(277,152)**	**(220,978)**	
Fund Balance											
Beginning Balance (Unaudited)							1,493,450	1,493,450			
Audit Adjustment							-	-			
Beginning Balance (Audited)							1,493,450	1,493,450			
Operating Income							(79,738)	(356,891)			
Ending Fund Balance							**1,413,712**	**1,136,559**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	59,666	59,666	119,332	128,884	9,552	1,317,941	1,317,941	-	1,198,609	9%
8012	EPA Entitlement	-	-	-	-	-	-	223,524	223,524	-	223,524	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	24,302	48,603	32,402	105,307	96,291	(9,016)	378,713	378,713	-	273,406	28%
	SUBTOTAL - LCFF Entitlement	**24,302**	**108,269**	**92,068**	**224,639**	**225,176**	**536**	**1,920,178**	**1,920,178**	**-**	**1,695,539**	**12%**
Federal Revenue												
8181	SpEd - Revenue	1,998	3,997	2,664	8,659	8,545	(115)	33,606	33,606	-	24,947	26%
8220	SchLunchFederal	23,154	(23,154)	-	-	-	-	35,688	35,688	-	35,688	0%
8290	All Other Federal Revenue	-	-	-	-	-	-	86,110	87,272	1,162	87,272	0%
	SUBTOTAL - Federal Revenue	**25,153**	**(19,158)**	**2,664**	**8,659**	**8,545**	**(115)**	**155,404**	**156,566**	**1,162**	**147,907**	**6%**
Other State Revenue												
8311	SpEd Revenue	5,928	11,855	7,903	25,686	24,973	(714)	98,217	98,217	-	72,531	26%
8520	SchoolNutrState	-	-	-	-	-	-	2,481	2,481	-	2,481	0%
8550	MandCstReimburs	-	-	-	-	-	-	63,847	63,847	-	63,847	0%
8560	StateLotteryRev	-	-	-	-	-	-	33,302	33,302	-	33,302	0%
8590	AllOthStateRev	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other State Revenue	**5,928**	**11,855**	**7,903**	**25,686**	**24,973**	**(714)**	**197,847**	**197,847**	**-**	**172,161**	**13%**
Local Revenue												
8634	StudentLunchFee	-	-	-	-	149	149	1,487	1,487	-	1,487	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	(0)	-	(0)	-	0	-	-	-	0	-
8699	Other Revenue	7,700	-	-	7,700	1,787	(5,913)	5,909	21,309	15,400	13,609	36%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	45,000	45,000	45,000	0%
8999	Revenues-Susp	-	375	-	375	-	(375)	-	-	-	(375)	-
	SUBTOTAL - Local Revenue	**7,700**	**375**	**-**	**8,075**	**1,936**	**(6,139)**	**7,396**	**67,796**	**60,400**	**59,721**	**12%**
TOTAL REVENUE		**63,082**	**101,342**	**102,636**	**267,060**	**260,629**	**(6,431)**	**2,280,825**	**2,342,387**	**61,562**	**2,075,327**	**11%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	16,075	56,867	65,452	138,394	137,308	(1,086)	776,333	842,495	66,162	704,101	16%
1300	Cert Adminis	15,271	17,581	14,426	47,278	42,378	(4,900)	173,512	173,512	-	126,234	27%
	SUBTOTAL - Certificated Salaries	**31,346**	**74,448**	**79,878**	**185,672**	**179,686**	**(5,986)**	**949,845**	**1,016,007**	**66,162**	**830,335**	**18%**
Classified Salaries												
2400	Clerical & Tech	3,331	5,177	5,887	14,394	10,500	(3,895)	41,998	41,998	-	27,604	34%
2900	OtherClassStaff	-	4,372	8,809	13,181	5,051	(8,130)	27,783	27,783	-	14,602	47%
	SUBTOTAL - Classified Salaries	**3,331**	**9,549**	**14,696**	**27,575**	**15,551**	**(12,024)**	**69,781**	**69,781**	**-**	**42,206**	**40%**
Employee Benefits												
3101	STRS	3,044	11,485	12,844	27,373	27,949	576	147,744	147,744	-	120,371	19%
3202	PERS	575	958	1,207	2,740	2,809	69	12,604	12,604	-	9,864	22%
3301	OASDI/Med	802	2,071	2,501	5,374	4,292	(1,083)	21,735	21,735	-	16,361	25%
3401	HlthWelfare	-	16,961	4,264	21,225	26,726	5,502	160,358	160,358	-	139,134	13%
3501	UnemployIns	-	110	-	110	277	167	615	615	-	505	18%
3601	WorkersCmp	2,555	852	852	4,259	5,023	764	11,481	11,481	-	7,222	37%
3901	OthBenes	-	-	-	-	52	52	209	209	-	209	0%
	SUBTOTAL - Employee Benefits	**6,976**	**32,437**	**21,668**	**61,081**	**67,128**	**6,047**	**354,746**	**354,746**	**-**	**293,665**	**17%**
Books & Supplies												
4100	Text&CoreCurric	-	-	5,445	5,445	88	(5,358)	17,118	17,118	-	11,673	32%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	-	-	-	25,000	45,940	20,940	45,940	0%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	201	578	779	1,238	459	11,000	11,000	-	10,221	7%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	1,000	1,000	-	1,000	0%
4340	Educat Software	-	375	6,281	6,656	13,969	7,313	33,228	30,396	(2,832)	23,739	22%
4345	NonInstStdntSup	-	-	40	40	136	96	5,000	5,000	-	4,960	1%
4710	Food	-	-	-	-	-	-	49,129	49,129	-	49,129	0%
4720	Food:Other Food	-	-	-	-	213	213	2,000	2,000	-	2,000	0%
4999	Misc Exp-Suspense	1,469	4,572	9,954	15,995	-	(15,995)	-	-	-	(15,995)	-
	SUBTOTAL - Books and Supplies	**1,469**	**5,148**	**24,002**	**30,619**	**15,644**	**(14,975)**	**143,475**	**167,201**	**23,726**	**136,581**	**18%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	6,471	6,471	6,471	19,414	18,661	(754)	77,657	77,657	-	58,243	25%
5205	Conference Fees	-	-	-	-	500	500	2,000	2,000	-	2,000	0%
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	500	500	2,000	14,500	12,500	14,500	0%
5220	TraLodging	-	-	-	-	-	-	-	10,715	10,715	10,715	0%
5300	DuesMemberships	-	-	1,020	1,020	1,142	122	4,567	4,567	-	3,547	22%
5450	Other Insurance	2,133	711	711	3,555	2,818	(737)	11,273	11,273	-	7,718	32%
5500	OpsHousekeeping	-	-	-	-	164	164	656	656	-	656	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	4,155	4,155	-	(4,155)	172,340	187,740	15,400	183,585	2%
5620	EquipmentLeases	377	377	4,665	5,420	-	(5,420)	22,134	22,134	-	16,714	24%
5630	Reps&MaintBldng	-	-	-	-	1,750	1,750	7,000	7,000	-	7,000	0%
5800	ProfessServices	-	-	9,380	9,380	18,917	9,537	186,833	91,913	(94,920)	82,533	10%
5810	Legal	-	-	612	612	-	(612)	25,000	25,000	-	24,388	2%
5813	SchPrgAftSchool	-	-	-	-	250	250	1,000	1,000	-	1,000	0%
5814	SchPrgAcadComps	-	-	-	-	1,250	1,250	5,000	5,000	-	5,000	0%
5819	SchlProgs-Other	-	-	-	-	250	250	1,000	1,000	-	1,000	0%
5820	Audit & CPA	-	-	-	-	2,713	2,713	10,850	10,850	-	10,850	0%
5825	DMSBusinessSvcs	-	-	-	-	22,978	22,978	-	-	-	-	-
5835	Field Trips	-	-	2,150	2,150	1,250	(900)	5,000	7,200	2,200	5,050	30%
5836	FieldTrip Trans	-	9,579	6,386	15,965	-	(15,965)	63,860	63,860	-	47,895	25%
5840	MarkngStdtRecrt	-	-	-	-	2,500	2,500	10,000	10,000	-	10,000	0%
5850	Oversight Fees	1,028	2,056	1,371	4,455	3,456	(999)	19,202	19,202	-	14,747	23%
5857	Payroll Fees	-	-	-	-	2,511	2,511	10,044	10,044	-	10,044	0%
5860	Service Fees	-	-	(22)	(22)	137	159	546	546	-	568	-4%
5863	Prof Developmnt	-	-	250	250	-	(250)	29,865	29,865	-	29,615	1%
5864	Prof Dev-Other	-	-	5,914	5,914	-	(5,914)	20,000	20,000	-	14,086	30%
5869	SpEd Ctrct Inst	-	-	1,569	1,569	-	(1,569)	-	57,045	57,045	55,477	3%
5872	SpEd Fees	1,585	1,585	1,057	4,227	6,703	2,476	-	26,365	26,365	22,137	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	16,253	16,253	3,470	(12,783)	34,705	34,705	-	18,452	47%
5890	OthSvcsNon-Inst	-	-	-	-	2,899	2,899	11,596	11,596	-	11,596	0%
5900	Communications	-	-	-	-	1,112	1,112	4,450	4,450	-	4,450	0%
5920	TelecomInternet	355	354	356	1,065	-	(1,065)	55,750	55,750	-	54,685	2%
5930	PostageDelivery	-	-	-	-	678	678	2,713	2,713	-	2,713	0%
5940	Technology	-	-	-	-	10,136	10,136	-	-	-	-	-
	SUBTOTAL - Services & Operations	**11,950**	**21,134**	**62,299**	**95,382**	**106,746**	**11,364**	**797,040**	**826,345**	**29,305**	**730,962**	**12%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	245,886	245,886	245,886	0%
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	-	4,828	4,828	19,312	19,312	-	19,312	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**-**	**4,828**	**4,828**	**19,312**	**265,198**	**245,886**	**265,198**	**0%**
Other Outflows												
7299	Encroachment	-	1,585	1,057	2,642	-	(2,642)	26,365	0	(26,365)	(2,642)	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**1,585**	**1,057**	**2,642**	**-**	**(2,642)**	**26,365**	**0**	**(26,365)**	**(2,642)**	**-**
TOTAL EXPENSES		**55,071**	**144,301**	**203,600**	**402,972**	**389,583**	**(13,389)**	**2,360,563**	**2,699,278**	**338,714**	**2,296,306**	**15%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	28,614	123,047	141,604	293,266	257,175	36,091	2,431,167	2,431,167	-	2,137,901	12%
Federal Revenue	-	-	-	-	10,061	(10,061)	156,069	152,581	(3,488)	152,581	0%
Other State Revenues	6,191	-	-	6,191	29,404	(23,213)	263,878	263,878	-	257,687	2%
Other Local Revenues (incl. suspense)	2,458	(1,219)	0	1,238	0	1,238	1,000	1,000	-	(238)	124%
Total Revenue	**37,263**	**121,828**	**141,604**	**300,695**	**296,640**	**4,055**	**2,852,114**	**2,848,626**	**(3,488)**	**2,547,931**	**11%**
Expenses											
Certificated Salaries	43,901	92,783	99,488	236,171	218,995	(17,177)	1,171,673	1,237,185	(65,512)	1,001,014	19%
Classified Salaries	16,335	357	23,531	40,224	36,155	(4,069)	157,231	157,231	-	117,007	26%
Benefits	12,463	47,959	36,694	97,116	93,691	(3,425)	495,114	495,114	-	397,998	20%
Books and Supplies	-	3,644	35,184	38,828	19,325	(19,502)	238,640	241,890	(3,250)	203,062	16%
Services and Other Operating Expenditures	14,397	10,376	24,415	49,188	97,877	48,689	697,742	668,490	29,252	619,302	7%
Depreciation & Cap Outlay	-	-	-	-	-	-	17,579	268,709	(251,130)	268,709	0%
Other Outflows	-	-	-	-	-	-	42,998	-	42,998	-	-
Total Expenses	**87,096**	**155,119**	**219,312**	**461,527**	**466,043**	**4,516**	**2,820,978**	**3,068,620**	**(247,642)**	**2,607,093**	**15%**
Operating Income				**(160,831)**	**(169,402)**	**8,571**	**31,136**	**(219,994)**	**(251,130)**	**(59,163)**	
Fund Balance											
Beginning Balance (Unaudited)							1,935,360	1,935,360			
Audit Adjustment							-	-			
Beginning Balance (Audited)							1,935,360	1,935,360			
Operating Income							31,136	(219,994)			
Ending Fund Balance							**1,966,496**	**1,715,366**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	65,819	103,452	169,271	143,796	(25,475)	1,648,493	1,648,493	-	1,479,222	10%
8012	EPA Entitlement	-	-	-	-	-	-	282,755	282,755	-	282,755	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	28,614	57,228	38,152	123,995	113,379	(10,616)	499,919	499,919	-	375,924	25%
	SUBTOTAL - LCFF Entitlement	**28,614**	**123,047**	**141,604**	**293,266**	**257,175**	**(36,091)**	**2,431,167**	**2,431,167**	**-**	**2,137,901**	**12%**
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	10,061	10,061	26,250	26,250	-	26,250	0%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	- -	
8290	All Other Federal Revenue	-	-	-	-	-	-	129,819	126,331	(3,488)	126,331	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**10,061**	**10,061**	**156,069**	**152,581**	**(3,488)**	**152,581**	**0%**
Other State Revenue												
8311	SpEd Revenue	-	-	-	-	29,404	29,404	118,285	118,285	-	118,285	0%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	- -	
8550	MandCstReimburs	-	-	-	-	-	-	72,149	72,149	-	72,149	0%
8560	StateLotteryRev	-	-	-	-	-	-	43,960	43,960	-	43,960	0%
8590	AllOthStateRev	6,191	-	-	6,191	-	(6,191)	29,484	29,484	-	23,293	21%
	SUBTOTAL - Other State Revenue	**6,191**	**-**	**-**	**6,191**	**29,404**	**23,213**	**263,878**	**263,878**	**-**	**257,687**	**2%**
Local Revenue												
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	- -	
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	2,458	(2,351)	0	107	-	(107)	-	-	-	(107)	-
8699	Other Revenue	-	-	-	-	0	0	1,000	1,000	-	1,000	0%
8791	SpEd Revenue (Local)	-	1,131	-	1,131	-	(1,131)	-	-	-	(1,131)	-
8999	Revenues-Susp	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**2,458**	**(1,219)**	**0**	**1,238**	**0**	**(1,238)**	**1,000**	**1,000**	**-**	**(238)**	**124%**
TOTAL REVENUE		**37,263**	**121,828**	**141,604**	**300,695**	**296,640**	**(4,055)**	**2,852,114**	**2,848,626**	**(3,488)**	**2,547,931**	**11%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	22,511	77,393	84,098	184,001	172,825	(11,177)	982,993	1,048,505	65,512	864,504	18%
1300	Cert Adminis	21,390	15,390	15,390	52,170	46,170	(6,000)	188,680	188,680	-	136,510	28%
	SUBTOTAL - Certificated Salaries	**43,901**	**92,783**	**99,488**	**236,171**	**218,995**	**(17,177)**	**1,171,673**	**1,237,185**	**65,512**	**1,001,014**	**19%**
Classified Salaries												
2400	Clerical & Tech	11,197	(10,286)	11,197	12,108	21,748	9,639	86,990	86,990	-	74,882	14%
2900	OtherClassStaff	5,138	10,644	12,334	28,115	14,407	(13,708)	70,241	70,241	-	42,126	40%
	SUBTOTAL - Classified Salaries	**16,335**	**357**	**23,531**	**40,224**	**36,155**	**(4,069)**	**157,231**	**157,231**	**-**	**117,007**	**26%**
Employee Benefits												
3101	STRS	4,234	15,081	16,172	35,487	33,749	(1,738)	180,567	180,567	-	145,080	20%
3202	PERS	2,864	3,519	3,676	10,059	6,317	(3,742)	28,226	28,226	-	18,167	36%
3301	OASDI/Med	1,885	3,110	3,240	8,235	6,986	(1,249)	32,895	32,895	-	24,660	25%
3401	HlthWelfare	1,013	25,283	12,783	39,079	39,611	531	237,664	237,664	-	198,585	16%
3501	UnemployIns	-	144	-	144	367	223	799	799	-	655	18%
3601	WorkersCmp	2,467	822	822	4,111	6,660	2,549	14,963	14,963	-	10,852	27%
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**12,463**	**47,959**	**36,694**	**97,116**	**93,691**	**(3,425)**	**495,114**	**495,114**	**-**	**397,998**	**20%**
Books & Supplies												
4100	Text&CoreCurric	-	-	26,545	26,545	12,582	(13,963)	20,000	30,000	10,000	3,455	88%
4200	BooksOthRefMats	-	-	-	-	-	-	5,000	5,000	-	5,000	0%
4310	Ins Mats & Sups	-	-	999	999	2,002	1,003	13,446	15,946	2,500	14,947	6%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	60	79	138	4,120	3,982	12,500	12,500	-	12,362	1%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	750	4,540	5,290	-	(5,290)	43,865	43,813	(52)	38,523	12%
4345	NonInstStdntSup	-	-	2,801	2,801	-	(2,801)	2,000	2,802	802	1	100%
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	250	250	1,000	1,000	-	1,000	0%
4400	NonCapEquip-Gen	-	-	-	-	-	-	11,329	11,329	-	11,329	0%
4430	OffceFurnEqp<5k	-	-	-	-	-	-	5,000	5,000	-	5,000	0%
4440	Computers <$5k	-	-	-	-	-	-	5,000	5,000	-	5,000	0%
4710	Food	-	-	-	-	-	-	115,000	105,000	(10,000)	105,000	0%
4720	Food:Other Food	-	-	-	-	243	243	2,000	2,000	-	2,000	0%
4999	Misc Exp-Suspense	-	2,834	220	3,053	-	(3,053)	-	-	-	(3,053)	-
	SUBTOTAL - Books and Supplies	**-**	**3,644**	**35,184**	**38,828**	**19,325**	**(19,502)**	**238,640**	**241,890**	**3,250**	**203,062**	**16%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	8,604	8,604	8,604	25,813	25,813	(0)	103,253	103,253	-	77,440	25%
5205	Conference Fees	678	-	-	678	500	(178)	2,000	2,000	-	1,322	34%
5210	MilesParkTolls	-	-	-	-	250	250	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	1,000	1,000	-	1,000	0%
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	1,280	1,280	1,250	(30)	5,000	5,000	-	3,720	26%
5450	Other Insurance	1,607	536	536	2,679	2,959	280	11,836	11,836	-	9,157	23%
5500	OpsHousekeeping	-	-	-	-	129	129	515	515	-	515	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	789	-	-	789	-	(789)	185,000	185,000	-	184,211	0%
5620	EquipmentLeases	398	366	323	1,087	-	(1,087)	18,432	18,432	-	17,345	6%
5630	Reps&MaintBldng	-	-	-	-	1,250	1,250	10,000	10,000	-	10,000	0%
5800	ProfessServices	-	-	2,126	2,126	10,089	7,963	121,071	12,728	(108,343)	10,602	17%
5810	Legal	-	-	-	-	-	-	5,000	5,000	-	5,000	0%
5813	SchPrgAftSchool	-	-	5,897	5,897	7,371	1,474	29,484	29,484	-	23,587	20%
5814	SchPrgAcadComps	-	-	-	-	1,250	1,250	5,000	5,000	-	5,000	0%
5819	SchlProgs-Other	-	-	-	-	900	900	3,600	3,600	-	3,600	0%
5820	Audit & CPA	-	-	-	-	2,084	2,084	8,334	8,334	-	8,334	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	446	446	2,500	2,054	10,000	10,000	-	9,554	4%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	1,875	1,875	7,500	7,500	-	7,500	0%
5850	Oversight Fees	-	-	-	-	4,373	4,373	24,292	24,292	-	24,292	0%
5857	Payroll Fees	-	-	-	-	2,510	2,510	10,038	10,038	-	10,038	0%
5860	Service Fees	1,864	-	4	1,868	153	(1,715)	612	612	-	(1,256)	305%
5863	Prof Developmnt	-	-	-	-	2,328	2,328	10,000	10,000	-	10,000	0%
5864	Prof Dev-Other	-	-	1,377	1,377	5,021	3,644	20,085	20,085	-	18,708	7%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	36,093	36,093	36,093	0%
5872	SpEd Fees	-	-	-	-	7,697	7,697	-	42,998	42,998	42,998	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	141	3,396	3,538	5,171	1,634	20,686	20,686	-	17,148	17%
5890	OthSvcsNon-Inst	-	-	-	-	6,180	6,180	24,720	24,720	-	24,720	0%
5900	Communications	-	-	-	-	1,081	1,081	4,323	4,323	-	4,323	0%
5920	TelecomInternet	457	426	425	1,309	4,423	3,114	53,079	53,079	-	51,770	2%
5930	PostageDelivery	-	302	-	302	721	419	2,882	2,882	-	2,581	10%
5940	Technology	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**14,397**	**10,376**	**24,415**	**49,188**	**97,877**	**48,689**	**697,742**	**668,490**	**(29,252)**	**619,302**	**7%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	251,130	251,130	251,130	0%
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	-	-	-	17,579	17,579	-	17,579	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**-**	**17,579**	**268,709**	**251,130**	**268,709**	**0%**
Other Outflows												
7299	Encroachment	-	-	-	-	-	-	42,998	-	(42,998)	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**42,998**	**-**	**(42,998)**	**-**	**-**
TOTAL EXPENSES		**87,096**	**155,119**	**219,312**	**461,527**	**466,043**	**4,516**	**2,820,978**	**3,068,620**	**247,642**	**2,607,093**	**15%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	22,456	92,814	77,843	193,113	190,101	3,012	1,464,746	1,464,746	-	1,271,633	13%
Federal Revenue	1,847	3,693	2,462	8,002	13,805	(5,804)	166,466	164,951	(1,515)	156,949	5%
Other State Revenues	5,477	10,955	-	16,432	23,076	(6,644)	249,668	249,668	-	233,236	7%
Other Local Revenues (incl. suspense)	-	-	-	-	4,969	(4,969)	15,000	15,000	-	15,000	0%
Total Revenue	**29,780**	**107,462**	**80,305**	**217,547**	**231,951**	**(14,404)**	**1,895,880**	**1,894,365**	**(1,515)**	**1,676,818**	**11%**
Expenses											
Certificated Salaries	37,902	59,182	63,807	160,891	157,628	(3,263)	723,179	726,507	(3,328)	565,616	22%
Classified Salaries	3,601	8,533	9,361	21,494	23,250	1,756	111,000	111,000	-	89,506	19%
Benefits	5,601	25,830	15,462	46,893	64,282	17,388	341,933	341,933	-	295,040	14%
Books and Supplies	1,520	7,166	18,437	27,123	22,915	(4,207)	149,590	154,765	(5,175)	127,642	18%
Services and Other Operating Expenditures	8,918	37,457	19,254	65,629	110,626	44,997	473,140	485,812	(12,672)	420,183	14%
Depreciation & Cap Outlay	-	-	-	-	4,139	4,139	16,557	126,854	(110,297)	126,854	0%
Other Outflows	-	1,465	(4,611)	(3,146)	-	3,146	22,690	-	22,690	3,146	-
Total Expenses	**57,542**	**139,634**	**121,710**	**318,885**	**382,840**	**63,956**	**1,838,089**	**1,946,871**	**(108,782)**	**1,627,986**	**16%**
Operating Income				**(101,338)**	**(150,889)**	**49,552**	**57,791**	**(52,506)**	**(110,297)**	**48,832**	
Fund Balance											
Beginning Balance (Unaudited)							1,603,901	1,603,901			
Audit Adjustment							-	-			
Beginning Balance (Audited)							1,603,901	1,603,901			
Operating Income							57,791	(52,506)			
Ending Fund Balance							**1,661,692**	**1,551,395**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	47,902	47,902	95,804	101,123	5,319	963,048	963,048	-	867,244	10%
8012	EPA Entitlement	-	-	-	-	-	-	175,782	175,782	-	175,782	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	22,456	44,912	29,941	97,309	88,978	(8,331)	325,916	325,916	-	228,607	30%
	SUBTOTAL - LCFF Entitlement	**22,456**	**92,814**	**77,843**	**193,113**	**190,101**	**(3,012)**	**1,464,746**	**1,464,746**	**-**	**1,271,633**	**13%**
Federal Revenue												
8181	SpEd - Revenue	1,847	3,693	2,462	8,002	7,896	(106)	28,921	28,921	-	20,919	28%
8220	SchLunchFederal	-	-	-	-	-	-	50,307	50,307	-	50,307	0%
8290	All Other Federal Revenue	-	-	-	-	5,910	5,910	87,238	85,723	(1,515)	85,723	0%
	SUBTOTAL - Federal Revenue	**1,847**	**3,693**	**2,462**	**8,002**	**13,805**	**5,804**	**166,466**	**164,951**	**(1,515)**	**156,949**	**5%**
Other State Revenue												
8311	SpEd Revenue	5,477	10,955	-	16,432	23,076	6,644	84,525	84,525	-	68,093	19%
8520	SchoolNutrState	-	-	-	-	-	-	3,800	3,800	-	3,800	0%
8550	MandCstReimburs	-	-	-	-	-	-	55,735	55,735	-	55,735	0%
8560	StateLotteryRev	-	-	-	-	-	-	28,658	28,658	-	28,658	0%
8590	AllOthStateRev	-	-	-	-	-	-	76,950	76,950	-	76,950	0%
	SUBTOTAL - Other State Revenue	**5,477**	**10,955**	**-**	**16,432**	**23,076**	**6,644**	**249,668**	**249,668**	**-**	**233,236**	**7%**
Local Revenue												
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	- -	
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	-	4,969	4,969	15,000	15,000	-	15,000	0%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**-**	**4,969**	**4,969**	**15,000**	**15,000**	**-**	**15,000**	**0%**
TOTAL REVENUE		**29,780**	**107,462**	**80,305**	**217,547**	**231,951**	**14,404**	**1,895,880**	**1,894,365**	**(1,515)**	**1,676,818**	**11%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	20,000	45,280	49,905	115,185	115,922	737	550,355	553,683	3,328	438,498	21%
1300	Cert Adminis	17,902	13,902	13,902	45,706	41,706	(4,000)	172,824	172,824	-	127,118	26%
	SUBTOTAL - Certificated Salaries	**37,902**	**59,182**	**63,807**	**160,891**	**157,628**	**(3,263)**	**723,179**	**726,507**	**3,328**	**565,616**	**22%**
Classified Salaries												
2400	Clerical & Tech	3,244	4,166	4,080	11,490	11,250	(240)	45,000	45,000	-	33,510	26%
2900	OtherClassStaff	356	4,367	5,281	10,004	12,000	1,996	66,000	66,000	-	55,996	15%
	SUBTOTAL - Classified Salaries	**3,601**	**8,533**	**9,361**	**21,494**	**23,250**	**1,756**	**111,000**	**111,000**	**-**	**89,506**	**19%**
Employee Benefits												
3101	STRS	1,926	9,635	9,737	21,298	21,011	(287)	110,560	110,560	-	89,263	19%
3202	PERS	650	1,505	1,635	3,790	4,199	410	20,049	20,049	-	16,259	19%
3301	OASDI/Med	823	1,507	1,638	3,968	4,291	323	21,709	21,709	-	17,742	18%
3401	HlthWelfare	-	12,349	1,718	14,067	28,968	14,901	173,809	173,809	-	159,742	8%
3501	UnemployIns	-	101	-	101	225	124	500	500	-	399	20%
3601	WorkersCmp	2,202	734	734	3,670	4,109	439	9,393	9,393	-	5,723	39%
3901	OthBenes	-	-	-	-	1,478	1,478	5,913	5,913	-	5,913	0%
	SUBTOTAL - Employee Benefits	**5,601**	**25,830**	**15,462**	**46,893**	**64,282**	**17,388**	**341,933**	**341,933**	**-**	**295,040**	**14%**
Books & Supplies												
4100	Text&CoreCurric	-	-	7,016	7,016	-	(7,016)	25,750	25,750	-	18,734	27%
4200	BooksOthRefMats	-	-	-	-	-	-	1,061	1,061	-	1,061	0%
4310	Ins Mats & Sups	-	-	840	840	5,748	4,908	7,185	11,985	4,800	11,145	7%
4320	Office Supplies	-	173	171	344	424	79	10,000	10,000	-	9,656	3%
4335	PE Supplies	-	-	-	-	-	-	1,500	1,500	-	1,500	0%
4340	Educat Software	-	375	-	375	13,794	13,419	21,916	22,291	375	21,916	2%
4345	NonInstStdntSup	-	-	-	-	-	-	2,652	2,652	-	2,652	0%
4346	TeacherSupplies	-	-	46	46	778	732	1,132	1,132	-	1,086	4%
4351	Yearbook	-	-	-	-	-	-	1,500	1,500	-	1,500	0%
4390	Uniforms	-	-	-	-	-	-	2,000	2,000	-	2,000	0%
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	1,691	1,691	2,500	2,500	-	2,500	0%
4440	Computers <$5k	-	-	-	-	-	-	4,000	4,000	-	4,000	0%
4710	Food	-	-	-	-	-	-	65,803	65,803	-	65,803	0%
4720	Food:Other Food	-	-	-	-	441	441	1,591	1,591	-	1,591	0%
4999	Misc Exp-Suspense	1,520	6,618	10,364	18,502	-	(18,502)	-	-	-	(18,502)	-
	SUBTOTAL - Books and Supplies	**1,520**	**7,166**	**18,437**	**27,123**	**22,915**	**(4,207)**	**149,590**	**154,765**	**5,175**	**127,642**	**18%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	3,871	3,871	3,871	11,613	10,886	(728)	46,452	46,452	-	34,839	25%
5205	Conference Fees	-	-	-	-	140	140	-	-	-	-	-
5210	MilesParkTolls	-	-	84	84	386	302	1,545	1,545	-	1,461	5%
5215	TravConferences	-	-	-	-	-	-	561	561	-	561	0%
5220	TraLodging	-	-	-	-	250	250	1,000	1,000	-	1,000	0%
5300	DuesMemberships	-	970	900	1,870	484	(1,386)	1,937	1,937	-	67	97%
5450	Other Insurance	1,553	518	518	2,589	2,693	104	10,771	10,771	-	8,182	24%
5500	OpsHousekeeping	-	-	-	-	500	500	2,000	2,000	-	2,000	0%
5510	Gas & Electric	317	57	21	395	1,983	1,588	7,931	7,931	-	7,536	5%
5610	Rent & Leases	-	19,000	9,500	28,500	28,500	-	114,000	114,000	-	85,500	25%
5620	EquipmentLeases	-	-	419	419	-	(419)	5,092	5,092	-	4,673	8%
5630	Reps&MaintBldng	-	-	-	-	-	-	2,000	2,000	-	2,000	0%
5800	ProfessServices	-	6,825	907	7,732	0	(7,732)	86,753	49,188	(37,565)	41,456	16%
5810	Legal	-	-	83	83	5,000	4,918	20,000	20,000	-	19,918	0%
5813	SchPrgAftSchool	-	-	-	-	750	750	3,000	3,000	-	3,000	0%
5814	SchPrgAcadComps	-	-	-	-	250	250	1,000	1,000	-	1,000	0%
5819	SchlProgs-Other	-	-	-	-	2,500	2,500	10,000	10,000	-	10,000	0%
5820	Audit & CPA	-	875	-	875	1,194	318	4,774	4,774	-	3,899	18%
5825	DMSBusinessSvcs	-	-	-	-	12,676	12,676	-	-	-	-	-
5835	Field Trips	-	-	-	-	2,500	2,500	10,000	10,000	-	10,000	0%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	-	18,000	18,000	-	18,000	0%
5850	Oversight Fees	870	1,480	1,160	3,509	2,836	(673)	15,756	15,756	-	12,247	22%
5857	Payroll Fees	-	-	-	-	2,711	2,711	10,844	10,844	-	10,844	0%
5860	Service Fees	-	-	3	3	133	129	530	530	-	527	1%
5863	Prof Developmnt	-	-	-	-	500	500	2,000	5,000	3,000	5,000	0%
5864	Prof Dev-Other	-	-	-	-	-	-	23,000	20,000	(3,000)	20,000	0%
5869	SpEd Ctrct Inst	-	-	-	-	9,013	9,013	-	27,547	27,547	27,547	0%
5872	SpEd Fees	1,465	1,465	977	3,906	6,194	2,288	-	22,690	22,690	18,784	17%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	1,614	-	1,614	4,000	2,386	16,000	16,000	-	14,386	10%
5890	OthSvcsNon-Inst	-	-	-	-	2,736	2,736	10,943	10,943	-	10,943	0%
5900	Communications	-	-	-	-	773	773	3,090	3,090	-	3,090	0%
5920	TelecomInternet	842	784	811	2,436	-	(2,436)	39,161	39,161	-	36,725	6%
5930	PostageDelivery	-	-	-	-	1,250	1,250	5,000	5,000	-	5,000	0%
5940	Technology	-	-	-	-	9,790	9,790	-	-	-	-	-
	SUBTOTAL - Services & Operations	**8,918**	**37,457**	**19,254**	**65,629**	**110,626**	**44,997**	**473,140**	**485,812**	**12,672**	**420,183**	**14%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	110,297	110,297	110,297	0%
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	-	4,139	4,139	16,557	16,557	-	16,557	0%
	SUBTOTAL - Cap Outlay & Dep.	**-**	**-**	**-**	**-**	**4,139**	**4,139**	**16,557**	**126,854**	**110,297**	**126,854**	**0%**
Other Outflows												
7299	Encroachment	-	1,465	(4,611)	(3,146)	-	3,146	22,690	-	(22,690)	3,146	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**1,465**	**(4,611)**	**(3,146)**	**-**	**3,146**	**22,690**	**-**	**(22,690)**	**3,146**	**-**
TOTAL EXPENSES		**57,542**	**139,634**	**121,710**	**318,885**	**382,840**	**63,956**	**1,838,089**	**1,946,871**	**108,782**	**1,627,986**	**16%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	39,774	163,536	137,019	340,329	336,023	4,306	2,757,763	2,757,763	-	2,417,434	12%
Federal Revenue	22,640	6,541	(15,009)	14,173	13,985	188	249,020	247,145	(1,875)	232,972	6%
Other State Revenues	9,702	19,403	-	29,105	40,872	(11,767)	672,875	672,875	-	643,770	4%
Other Local Revenues (incl. suspense)	1,671	646	95	2,412	1,721	691	27,052	27,052	-	24,640	9%
Total Revenue	**73,787**	**190,126**	**122,106**	**386,019**	**392,601**	**(6,583)**	**3,706,710**	**3,704,835**	**(1,875)**	**3,318,816**	**10%**
Expenses											
Certificated Salaries	78,995	91,319	92,062	262,376	255,745	(6,631)	1,135,377	1,135,377	-	873,000	23%
Classified Salaries	16,649	19,588	29,948	66,185	56,783	(9,403)	269,611	287,761	(18,150)	221,575	23%
Benefits	14,223	47,944	26,467	88,634	89,455	821	473,427	483,402	(9,975)	394,768	18%
Books and Supplies	-	2,265	41,000	43,265	59,889	16,624	227,293	237,458	(10,165)	194,192	18%
Services and Other Operating Expenditures	78,255	87,950	121,244	287,449	284,733	(2,716)	1,442,279	1,465,391	(23,112)	1,177,942	20%
Depreciation & Cap Outlay	-	-	-	-	3,997	3,997	15,987	283,537	(267,550)	283,537	0%
Other Outflows	-	2,594	(11,206)	(8,611)	-	8,611	42,987	-	42,987	8,611	-
Total Expenses	**188,123**	**251,661**	**299,516**	**739,299**	**750,603**	**11,303**	**3,606,961**	**3,892,926**	**(285,965)**	**3,153,627**	**19%**
Operating Income				**(353,281)**	**(358,001)**	**4,720**	**99,749**	**(188,091)**	**(287,840)**	**165,190**	
Fund Balance											
Beginning Balance (Unaudited)							1,498,195	1,498,195			
Audit Adjustment							-	-			
Beginning Balance (Audited)							1,498,195	1,498,195			
Operating Income							99,749	(188,091)			
Ending Fund Balance							**1,597,944**	**1,310,104**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	83,987	83,987	167,974	178,425	10,451	1,817,619	1,817,619	-	1,649,645	9%
8012	EPA Entitlement	-	-	-	-	-	-	322,659	322,659	-	322,659	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	39,774	79,549	53,032	172,355	157,598	(14,757)	617,485	617,485	-	445,130	28%
	SUBTOTAL - LCFF Entitlement	**39,774**	**163,536**	**137,019**	**340,329**	**336,023**	**(4,306)**	**2,757,763**	**2,757,763**	**-**	**2,417,434**	**12%**
Federal Revenue												
8181	SpEd - Revenue	3,271	6,541	4,361	14,173	13,985	(188)	54,794	54,794	-	40,621	26%
8220	SchLunchFederal	19,369	-	(19,369)	-	-	-	80,273	80,273	-	80,273	0%
8290	All Other Federal Revenue	-	-	-	-	-	-	113,953	112,078	(1,875)	112,078	0%
	SUBTOTAL - Federal Revenue	**22,640**	**6,541**	**(15,009)**	**14,173**	**13,985**	**(188)**	**249,020**	**247,145**	**(1,875)**	**232,972**	**6%**
Other State Revenue												
8311	SpEd Revenue	9,702	19,403	-	29,105	40,872	11,767	160,141	160,141	-	131,036	18%
8520	SchoolNutrState	-	-	-	-	-	-	6,152	6,152	-	6,152	0%
8550	MandCstReimburs	-	-	-	-	-	-	98,718	98,718	-	98,718	0%
8560	StateLotteryRev	-	-	-	-	-	-	54,298	54,298	-	54,298	0%
8590	AllOthStateRev	-	-	-	-	-	-	353,566	353,566	-	353,566	0%
	SUBTOTAL - Other State Revenue	**9,702**	**19,403**	**-**	**29,105**	**40,872**	**11,767**	**672,875**	**672,875**	**-**	**643,770**	**4%**
Local Revenue												
8634	StudentLunchFee	-	-	-	-	1,056	1,056	10,560	10,560	-	10,560	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	90	646	-	736	665	(71)	16,492	16,492	-	15,756	4%
8791	SpEd Revenue (Local)	1,581	-	-	1,581	-	(1,581)	-	-	-	(1,581)	-
8999	Revenues-Susp	-	-	95	95	-	(95)	-	-	-	(95)	-
	SUBTOTAL - Local Revenue	**1,671**	**646**	**95**	**2,412**	**1,721**	**(691)**	**27,052**	**27,052**	**-**	**24,640**	**9%**
TOTAL REVENUE		**73,787**	**190,126**	**122,106**	**386,019**	**392,601**	**6,583**	**3,706,710**	**3,704,835**	**(1,875)**	**3,318,816**	**10%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	50,150	76,481	77,224	203,855	211,231	7,376	951,321	951,321	-	747,466	21%
1300	Cert Adminis	28,845	14,838	14,838	58,521	44,514	(14,007)	184,056	184,056	-	125,535	32%
	SUBTOTAL - Certificated Salaries	**78,995**	**91,319**	**92,062**	**262,376**	**255,745**	**(6,631)**	**1,135,377**	**1,135,377**	**-**	**873,000**	**23%**
Classified Salaries												
2400	Clerical & Tech	8,368	10,211	14,097	32,677	20,792	(11,885)	83,167	83,167	-	50,490	39%
2900	OtherClassStaff	8,281	9,377	15,851	33,509	35,991	2,482	186,444	204,594	18,150	171,085	16%
	SUBTOTAL - Classified Salaries	**16,649**	**19,588**	**29,948**	**66,185**	**56,783**	**(9,403)**	**269,611**	**287,761**	**18,150**	**221,575**	**23%**
Employee Benefits												
3101	STRS	6,689	15,177	15,256	37,123	31,144	(5,979)	170,885	170,885	-	133,762	22%
3202	PERS	1,523	3,386	4,445	9,354	10,117	763	48,036	55,030	6,994	45,676	17%
3301	OASDI/Med	2,417	2,814	3,509	8,740	8,313	(427)	42,403	45,364	2,961	36,624	19%
3401	HlthWelfare	-	25,203	2,059	27,262	32,569	5,307	195,412	195,412	-	168,150	14%
3501	UnemployIns	-	166	-	166	392	226	872	892	20	726	19%
3601	WorkersCmp	3,594	1,198	1,198	5,990	6,921	931	15,820	15,820	-	9,830	38%
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**14,223**	**47,944**	**26,467**	**88,634**	**89,455**	**821**	**473,427**	**483,402**	**9,975**	**394,768**	**18%**
Books & Supplies												
4100	Text&CoreCurric	-	-	13,270	13,270	18,795	5,525	28,840	18,840	(10,000)	5,570	70%
4200	BooksOthRefMats	-	-	-	-	236	236	1,030	1,030	-	1,030	0%
4310	Ins Mats & Sups	-	-	371	371	1,112	741	6,369	42,147	35,778	41,775	1%
4320	Office Supplies	-	-	1,915	1,915	1,431	(484)	12,000	9,000	(3,000)	7,085	21%
4325	ProfDevMat&Sups	-	-	-	-	-	-	1,000	1,000	-	1,000	0%
4326	Arts&MusicSupps	-	-	-	-	23	23	3,090	3,090	-	3,090	0%
4335	PE Supplies	-	-	-	-	1,098	1,098	2,060	2,060	-	2,060	0%
4340	Educat Software	-	375	2,851	3,226	6,427	3,201	19,248	19,623	375	16,398	16%
4345	NonInstStdntSup	-	-	-	-	705	705	1,545	1,545	-	1,545	0%
4346	TeacherSupplies	-	-	-	-	183	183	2,472	2,472	-	2,472	0%
4350	Cust. Supplies	-	-	1,585	1,585	787	(798)	8,240	8,240	-	6,655	19%
4351	Yearbook	-	-	-	-	-	-	783	783	-	783	0%
4400	NonCapEquip-Gen	-	-	-	-	8,243	8,243	10,300	10,300	-	10,300	0%
4430	OffceFurnEqp<5k	-	-	12	12	-	(12)	5,056	4,068	(988)	4,056	0%
4440	Computers <$5k	-	-	-	-	9,099	9,099	12,000	-	(12,000)	-	-
4710	Food	-	-	-	-	10,802	10,802	108,016	108,016	-	108,016	0%
4720	Food:Other Food	-	-	768	768	344	(423)	2,060	2,060	-	1,292	37%
4999	Misc Exp-Suspense	-	1,890	20,229	22,119	-	(22,119)	-	-	-	(22,119)	-
	SUBTOTAL - Books and Supplies	**-**	**2,265**	**41,000**	**43,265**	**59,889**	**16,624**	**227,293**	**237,458**	**10,165**	**194,192**	**18%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	41,399	41,399	41,399	124,196	124,196	0	496,785	496,785	-	372,589	25%
5205	Conference Fees	-	-	-	-	258	258	1,030	1,030	-	1,030	0%
5210	MilesParkTolls	-	-	139	139	515	376	2,060	2,060	-	1,921	7%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	328	328	1,310	1,310	-	1,310	0%
5300	DuesMemberships	-	-	1,650	1,650	2,060	410	8,240	8,240	-	6,590	20%
5450	Other Insurance	5,099	1,700	1,700	8,499	4,525	(3,974)	18,102	18,102	-	9,603	47%
5500	OpsHousekeeping	-	300	1,498	1,798	2,575	777	10,300	10,300	-	8,502	17%
5510	Gas & Electric	1,970	6,166	3,144	11,280	14,999	3,719	59,995	59,995	-	48,716	19%
5610	Rent & Leases	23,390	23,390	23,390	70,169	69,743	(426)	281,134	281,134	-	210,965	25%
5620	EquipmentLeases	370	603	1,359	2,332	-	(2,332)	8,652	8,652	-	6,320	27%
5630	Reps&MaintBldng	-	7,351	2,430	9,781	2,833	(6,949)	11,330	11,330	-	1,549	86%
5800	ProfessServices	-	-	6,775	6,775	-	(6,775)	159,113	31,360	(127,754)	24,584	22%
5810	Legal	-	-	-	-	3,750	3,750	15,000	15,000	-	15,000	0%
5813	SchPrgAftSchool	-	-	32,760	32,760	-	(32,760)	168,714	168,714	-	135,954	19%
5814	SchPrgAcadComps	-	-	-	-	1,500	1,500	6,000	6,000	-	6,000	0%
5819	SchlProgs-Other	-	-	-	-	1,030	1,030	4,120	4,120	-	4,120	0%
5820	Audit & CPA	-	-	-	-	1,622	1,622	6,489	6,489	-	6,489	0%
5825	DMSBusinessSvcs	-	-	-	-	10,340	10,340	-	-	-	-	-
5835	Field Trips	-	-	426	426	2,060	1,634	8,240	8,240	-	7,814	5%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	2,500	2,500	10,000	10,000	-	10,000	0%
5850	Oversight Fees	1,540	2,755	2,053	6,348	4,964	(1,384)	27,578	27,578	-	21,230	23%
5857	Payroll Fees	-	-	-	-	3,723	3,723	14,891	14,891	-	14,891	0%
5860	Service Fees	-	-	-	-	296	296	2,963	2,963	-	2,963	0%
5863	Prof Developmnt	-	315	-	315	1,975	1,660	7,900	7,900	-	7,585	4%
5864	Prof Dev-Other	-	1,377	-	1,377	1,420	43	14,200	24,200	10,000	22,823	6%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	114,879	114,879	114,879	0%
5872	SpEd Fees	2,594	2,594	1,730	6,919	10,971	4,053	-	42,987	42,987	36,068	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	723	723	4,635	3,912	46,350	29,350	(17,000)	28,627	2%
5890	OthSvcsNon-Inst	1,616	-	-	1,616	2,773	1,157	11,092	11,092	-	9,476	15%
5900	Communications	-	-	45	45	-	(45)	4,120	4,120	-	4,075	1%
5920	TelecomInternet	278	-	-	278	-	(278)	32,863	32,863	-	32,585	1%
5930	PostageDelivery	-	-	25	25	927	902	3,708	3,708	-	3,683	1%
5940	Technology	-	-	-	-	8,216	8,216	-	-	-	-	-
	SUBTOTAL - Services & Operations	**78,255**	**87,950**	**121,244**	**287,449**	**284,733**	**(2,716)**	**1,442,279**	**1,465,391**	**23,112**	**1,177,942**	**20%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	254,562	254,562	254,562	0%
6400	EquipFixed	-	-	-	-	-	-	-	12,988	12,988	12,988	0%
6900	Depreciation	-	-	-	-	3,997	3,997	15,987	15,987	-	15,987	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**-**	**3,997**	**3,997**	**15,987**	**283,537**	**267,550**	**283,537**	**0%**
Other Outflows												
7299	Encroachment	-	2,594	(11,206)	(8,611)	-	8,611	42,987	-	(42,987)	8,611	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**2,594**	**(11,206)**	**(8,611)**	**-**	**8,611**	**42,987**	**-**	**(42,987)**	**8,611**	**-**
TOTAL EXPENSES		**188,123**	**251,661**	**299,516**	**739,299**	**750,603**	**11,303**	**3,606,961**	**3,892,926**	**285,965**	**3,153,627**	**19%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	68,456	289,065	243,427	600,949	595,475	5,474	4,837,159	4,837,159	-	4,236,210	12%
Federal Revenue	5,629	11,258	7,506	24,393	24,070	323	322,588	322,588	-	298,195	8%
Other State Revenues	16,698	33,395	-	50,093	70,346	(20,253)	667,832	667,832	-	617,739	8%
Other Local Revenues (incl. suspense)	973	0	(0)	973	1,000	(27)	4,000	4,000	-	3,027	24%
Total Revenue	**91,756**	**333,719**	**250,933**	**676,408**	**690,891**	**(14,483)**	**5,831,579**	**5,831,579**	**-**	**5,155,171**	**12%**
Expenses											
Certificated Salaries	90,436	127,473	139,322	357,231	378,023	20,791	1,867,308	1,903,508	(36,200)	1,546,277	19%
Classified Salaries	23,349	39,194	41,901	104,444	82,219	(22,225)	346,000	401,175	(55,175)	296,732	26%
Benefits	20,408	65,313	37,822	123,542	144,334	20,792	779,314	815,974	(36,660)	692,432	15%
Books and Supplies	11	15,885	45,796	61,692	35,270	(26,422)	429,408	446,287	(16,879)	384,596	14%
Services and Other Operating Expenditures	15,063	197,627	109,956	322,646	305,892	(16,754)	2,004,944	1,918,037	86,907	1,595,391	17%
Depreciation & Cap Outlay	-	-	-	-	21,954	21,954	87,817	384,728	(296,911)	384,728	0%
Other Outflows	-	4,465	(19,287)	(14,821)	-	14,821	72,628	-	72,628	14,821	-
Total Expenses	**149,267**	**449,957**	**355,510**	**954,733**	**967,691**	**12,958**	**5,587,420**	**5,869,710**	**(282,290)**	**4,914,977**	**16%**
Operating Income				**(278,325)**	**(276,800)**	**(1,525)**	**244,159**	**(38,131)**	**(282,290)**	**240,194**	
Fund Balance											
Beginning Balance (Unaudited)							4,083,717	4,083,717			
Audit Adjustment							-	-			
Beginning Balance (Audited)							4,083,717	4,083,717			
Operating Income							244,159	(38,131)			
Ending Fund Balance							**4,327,876**	**4,045,586**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	-	152,152	152,152	304,304	324,228	19,924	3,233,832	3,233,832	-	2,929,528	9%
8012	EPA Entitlement	-	-	-	-	-	-	562,787	562,787	-	562,787	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	68,456	136,913	91,275	296,645	271,247	(25,397)	1,040,540	1,040,540	-	743,895	29%
	SUBTOTAL - LCFF Entitlement	**68,456**	**289,065**	**243,427**	**600,949**	**595,475**	**(5,474)**	**4,837,159**	**4,837,159**	**-**	**4,236,210**	**12%**
Federal Revenue												
8181	SpEd - Revenue	5,629	11,258	7,506	24,393	24,070	(323)	92,335	92,335	-	67,942	26%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	- -	
8290	All Other Federal Revenue	-	-	-	-	-	-	230,253	230,253	-	230,253	0%
	SUBTOTAL - Federal Revenue	**5,629**	**11,258**	**7,506**	**24,393**	**24,070**	**(323)**	**322,588**	**322,588**	**-**	**298,195**	**8%**
Other State Revenue												
8311	SpEd Revenue	16,698	33,395	-	50,093	70,346	20,253	269,858	269,858	-	219,765	19%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	- -	
8550	MandCstReimburs	-	-	-	-	-	-	169,906	169,906	-	169,906	0%
8560	StateLotteryRev	-	-	-	-	-	-	91,500	91,500	-	91,500	0%
8590	AllOthStateRev	-	-	-	-	-	-	136,568	136,568	-	136,568	0%
	SUBTOTAL - Other State Revenue	**16,698**	**33,395**	**-**	**50,093**	**70,346**	**20,253**	**667,832**	**667,832**	**-**	**617,739**	**8%**
Local Revenue												
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	- -	
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	973	0	(0)	973	1,000	27	4,000	4,000	-	3,027	24%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	0	-	-	0	-	(0)	-	-	-	(0)	-
	SUBTOTAL - Local Revenue	**973**	**0**	**(0)**	**973**	**1,000**	**27**	**4,000**	**4,000**	**-**	**3,027**	**24%**
TOTAL REVENUE		**91,756**	**333,719**	**250,933**	**676,408**	**690,891**	**14,483**	**5,831,579**	**5,831,579**	**-**	**5,155,171**	**12%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	45,234	106,977	118,416	270,627	301,593	30,965	1,529,852	1,566,052	36,200	1,295,425	17%
1300	Cert Adminis	45,202	20,496	20,906	86,604	76,430	(10,174)	337,456	337,456	-	250,852	26%
	SUBTOTAL - Certificated Salaries	**90,436**	**127,473**	**139,322**	**357,231**	**378,023**	**20,791**	**1,867,308**	**1,903,508**	**36,200**	**1,546,277**	**19%**
Classified Salaries												
2400	Clerical & Tech	10,367	15,256	20,386	46,008	26,203	(19,806)	120,411	120,411	-	74,403	38%
2900	OtherClassStaff	12,982	23,938	21,515	58,435	56,016	(2,419)	225,589	280,764	55,175	222,329	21%
	SUBTOTAL - Classified Salaries	**23,349**	**39,194**	**41,901**	**104,444**	**82,219**	**(22,225)**	**346,000**	**401,175**	**55,175**	**296,732**	**26%**
Employee Benefits												
3101	STRS	7,359	20,630	22,608	50,597	50,689	92	278,507	284,400	5,893	233,803	18%
3202	PERS	4,014	6,538	6,963	17,515	12,141	(5,374)	62,495	72,460	9,965	54,945	24%
3301	OASDI/Med	3,086	4,808	5,216	13,109	11,837	(1,272)	63,253	67,997	4,744	54,888	19%
3401	HlthWelfare	-	31,360	1,052	32,412	58,059	25,647	348,355	364,413	16,058	332,001	9%
3501	UnemployIns	-	(6)	-	(6)	583	588	1,295	1,295	-	1,300	0%
3601	WorkersCmp	5,949	1,983	1,983	9,915	10,903	988	24,922	24,922	-	15,007	40%
3901	OthBenes	-	-	-	-	122	122	489	489	-	489	0%
	SUBTOTAL - Employee Benefits	**20,408**	**65,313**	**37,822**	**123,542**	**144,334**	**20,792**	**779,314**	**815,974**	**36,660**	**692,432**	**15%**
Books & Supplies												
4100	Text&CoreCurric	-	9,826	(473)	9,354	26,626	17,272	51,500	51,500	-	42,146	18%
4200	BooksOthRefMats	-	-	-	-	-	-	1,030	1,030	-	1,030	0%
4310	Ins Mats & Sups	-	-	2,886	2,886	-	(2,886)	46,268	58,147	11,879	55,262	5%
4320	Office Supplies	-	305	2,980	3,286	829	(2,456)	6,901	6,901	-	3,615	48%
4326	Arts&MusicSupps	-	-	-	-	692	692	7,725	7,725	-	7,725	0%
4335	PE Supplies	-	-	-	-	-	-	2,575	2,575	-	2,575	0%
4340	Educat Software	-	4,608	6,950	11,558	-	(11,558)	51,974	51,974	-	40,416	22%
4345	NonInstStdntSup	-	-	-	-	60	60	5,150	5,150	-	5,150	0%
4346	TeacherSupplies	-	-	-	-	-	-	5,150	5,150	-	5,150	0%
4351	Yearbook	-	-	-	-	-	-	1,545	1,545	-	1,545	0%
4390	Uniforms	-	-	-	-	-	-	530	530	-	530	0%
4400	NonCapEquip-Gen	-	-	3,624	3,624	-	(3,624)	11,330	11,330	-	7,706	32%
4430	OffceFurnEqp<5k	-	-	-	-	2,730	2,730	5,150	5,150	-	5,150	0%
4440	Computers <$5k	-	-	-	-	3,863	3,863	15,450	15,450	-	15,450	0%
4710	Food	-	-	-	-	-	-	210,950	210,950	-	210,950	0%
4720	Food:Other Food	-	-	369	369	470	101	5,150	10,150	5,000	9,781	4%
4999	Misc Exp-Suspense	11	1,146	29,460	30,617	-	(30,617)	-	-	-	(30,617)	-
	SUBTOTAL - Books and Supplies	**11**	**15,885**	**45,796**	**61,692**	**35,270**	**(26,422)**	**429,408**	**446,287**	**16,879**	**384,596**	**14%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	-	165,239	82,620	247,859	248,811	952	991,436	991,436	-	743,577	25%
5205	Conference Fees	-	-	-	-	-	-	10,300	10,300	-	10,300	0%
5210	MilesParkTolls	-	-	-	-	-	-	5,150	5,150	-	5,150	0%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	10,300	10,300	-	10,300	0%
5300	DuesMemberships	-	3,045	-	3,045	1,931	(1,114)	7,725	7,725	-	4,680	39%
5450	Other Insurance	5,870	1,957	1,957	9,784	7,799	(1,985)	31,196	31,196	-	21,412	31%
5500	OpsHousekeeping	37	37	37	110	-	(110)	36,050	36,050	-	35,940	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	-	-	-	-	304,830	304,830	-	304,830	0%
5620	EquipmentLeases	196	1,491	1,018	2,705	-	(2,705)	17,441	17,441	-	14,736	16%
5630	Reps&MaintBldng	-	-	-	-	773	773	3,090	3,090	-	3,090	0%
5800	ProfessServices	-	3,225	2,125	5,350	-	(5,350)	101,281	44,631	(56,650)	39,281	12%
5810	Legal	-	-	-	-	-	-	13,390	13,390	-	13,390	0%
5813	SchPrgAftSchool	-	2,250	83	2,333	-	(2,333)	136,568	3,533	(133,035)	1,200	66%
5814	SchPrgAcadComps	-	-	-	-	155	155	618	618	-	618	0%
5819	SchlProgs-Other	-	-	-	-	258	258	1,030	1,030	-	1,030	0%
5820	Audit & CPA	-	-	-	-	3,979	3,979	15,914	15,914	-	15,914	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	718	1,489	2,207	5,150	2,943	20,600	20,600	-	18,393	11%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	2,060	2,060	8,240	8,240	-	8,240	0%
5850	Oversight Fees	2,723	5,446	3,631	11,801	8,643	(3,157)	48,017	48,017	-	36,216	25%
5857	Payroll Fees	-	-	-	-	4,435	4,435	17,741	17,741	-	17,741	0%
5860	Service Fees	-	-	5	5	129	124	515	515	-	510	1%
5863	Prof Developmnt	-	-	250	250	2,137	1,887	8,549	8,549	-	8,299	3%
5864	Prof Dev-Other	-	-	225	225	-	(225)	43,000	43,000	-	42,775	1%
5869	SpEd Ctrct Inst	-	-	2,448	2,448	-	(2,448)	-	54,150	54,150	51,703	5%
5872	SpEd Fees	4,465	4,465	2,977	11,908	18,883	6,976	-	72,628	72,628	60,720	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	8,502	11,093	19,595	-	(19,595)	69,059	69,059	-	49,464	28%
5890	OthSvcsNon-Inst	1,772	-	-	1,772	-	(1,772)	13,390	13,390	-	11,618	13%
5900	Communications	-	-	-	-	750	750	3,000	3,000	-	3,000	0%
5920	TelecomInternet	-	-	-	-	-	-	74,154	50,154	(24,000)	50,154	0%
5930	PostageDelivery	-	1,251	-	1,251	-	(1,251)	12,360	12,360	-	11,109	10%
5940	Technology	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**15,063**	**197,627**	**109,956**	**322,646**	**305,892**	**(16,754)**	**2,004,944**	**1,918,037**	**(86,907)**	**1,595,391**	**17%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	272,911	272,911	272,911	0%
6400	EquipFixed	-	-	-	-	-	-	-	24,000	24,000	24,000	0%
6900	Depreciation	-	-	-	-	21,954	21,954	87,817	87,817	-	87,817	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**-**	**21,954**	**21,954**	**87,817**	**384,728**	**296,911**	**384,728**	**0%**
Other Outflows												
7299	Encroachment	-	4,465	(19,287)	(14,821)	-	14,821	72,628	-	(72,628)	14,821	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**4,465**	**(19,287)**	**(14,821)**	**-**	**14,821**	**72,628**	**-**	**(72,628)**	**14,821**	**-**
TOTAL EXPENSES		**149,267**	**449,957**	**355,510**	**954,733**	**967,691**	**12,958**	**5,587,420**	**5,869,710**	**282,290**	**4,914,977**	**16%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	270,445	971,094	521,735	1,763,274	1,765,845	(2,570)	7,954,976	7,954,976	-	6,191,702	22%
Federal Revenue	-	-	-	-	-	-	680,678	680,678	-	680,678	0%
Other State Revenues	17,322	-	114,885	132,207	51,751	80,456	872,239	1,051,870	179,631	919,663	13%
Other Local Revenues (incl. suspense)	96,196	(95,465)	4,546	5,277	5,610	(333)	77,199	77,199	-	71,922	7%
Total Revenue	**383,964**	**875,629**	**641,166**	**1,900,759**	**1,823,205**	**77,553**	**9,585,092**	**9,764,723**	**179,631**	**7,863,964**	**19%**
Expenses											
Certificated Salaries	161,885	237,453	246,746	646,083	683,173	37,090	3,288,170	3,066,652	221,518	2,420,568	21%
Classified Salaries	42,260	69,536	77,165	188,961	168,887	(20,074)	697,489	762,592	(65,103)	573,631	25%
Benefits	35,166	133,866	68,453	237,485	261,026	23,541	1,385,003	1,405,790	(20,787)	1,168,305	17%
Books and Supplies	-	30,984	28,397	59,381	23,694	(35,687)	657,369	579,441	77,929	520,060	10%
Services and Other Operating Expenditures	11,222	316,712	169,341	497,275	495,389	(1,886)	2,156,391	2,097,620	58,771	1,600,345	24%
Depreciation & Cap Outlay	-	-	-	-	-	-	597,067	597,067	-	597,067	0%
Other Outflows	43,042	-	174,990	218,031	191,513	(26,518)	614,912	595,203	19,709	377,172	37%
Total Expenses	**293,574**	**788,551**	**765,092**	**1,847,216**	**1,823,682**	**(23,534)**	**9,396,401**	**9,104,365**	**292,036**	**7,257,149**	**20%**
Operating Income				**53,543**	**(476)**	**54,019**	**188,691**	**660,358**	**471,667**	**606,815**	
Fund Balance											
Beginning Balance (Unaudited)							7,502,296	7,502,296			
Audit Adjustment							-	-			
Beginning Balance (Audited)							7,502,296	7,502,296			
Operating Income							188,691	660,358			
Ending Fund Balance							**7,690,987**	**8,162,654**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	270,445	270,445	486,802	1,027,693	1,055,912	28,219	5,887,539	5,887,539	-	4,859,846	17%
8012	EPA Entitlement	-	-	34,933	34,933	34,933	-	148,032	148,032	-	113,099	24%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	-	700,649	-	700,649	675,000	(25,649)	1,919,405	1,919,405	-	1,218,756	37%
	SUBTOTAL - LCFF Entitlement	**270,445**	**971,094**	**521,735**	**1,763,274**	**1,765,845**	**2,570**	**7,954,976**	**7,954,976**	**-**	**6,191,702**	**22%**
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	-	-	92,000	92,000	-	92,000	0%
8220	SchLunchFederal	-	-	-	-	-	-	276,286	276,286	-	276,286	0%
8290	All Other Federal Revenue	-	-	-	-	-	-	312,392	312,392	-	312,392	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**-**	**-**	**680,678**	**680,678**	**-**	**680,678**	**0%**
Other State Revenue												
8311	SpEd Revenue	17,322	-	48,501	65,823	51,751	(14,072)	386,364	386,364	-	320,541	17%
8520	SchoolNutrState	-	-	-	-	-	-	24,225	24,225	-	24,225	0%
8550	MandCstReimburs	-	-	-	-	-	-	254,699	254,699	-	254,699	0%
8560	StateLotteryRev	-	-	16,384	16,384	-	(16,384)	143,591	143,591	-	127,207	11%
8590	AllOthStateRev	-	-	50,000	50,000	-	(50,000)	63,360	242,991	179,631	192,991	21%
	SUBTOTAL - Other State Revenue	**17,322**	**-**	**114,885**	**132,207**	**51,751**	**(80,456)**	**872,239**	**1,051,870**	**179,631**	**919,663**	**13%**
Local Revenue												
8634	StudentLunchFee	95,827	(95,827)	0	0	1,923	1,923	19,232	19,232	-	19,232	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	369	362	479	1,210	438	(773)	4,376	4,376	-	3,166	28%
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	-	3,249	3,249	53,591	53,591	-	53,591	0%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	4,066	4,066	-	(4,066)	-	-	-	(4,066)	-
	SUBTOTAL - Local Revenue	**96,196**	**(95,465)**	**4,546**	**5,277**	**5,610**	**333**	**77,199**	**77,199**	**-**	**71,922**	**7%**
TOTAL REVENUE		**383,964**	**875,629**	**641,166**	**1,900,759**	**1,823,205**	**(77,553)**	**9,585,092**	**9,764,723**	**179,631**	**7,863,964**	**19%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date					Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	102,215	192,299	201,592	496,105	531,398	35,293	2,646,248	2,494,738	(151,510)	1,998,632	20%
1300	Cert Adminis	59,670	45,154	45,154	149,978	151,775	1,797	641,922	571,914	(70,008)	421,936	26%
	SUBTOTAL - Certificated Salaries	**161,885**	**237,453**	**246,746**	**646,083**	**683,173**	**37,090**	**3,288,170**	**3,066,652**	**(221,518)**	**2,420,568**	**21%**
Classified Salaries												
2400	Clerical & Tech	16,403	21,644	20,892	58,939	62,683	3,744	278,368	276,966	(1,402)	218,027	21%
2900	OtherClassStaff	25,856	47,892	56,273	130,022	106,204	(23,818)	419,121	485,626	66,505	355,604	27%
	SUBTOTAL - Classified Salaries	**42,260**	**69,536**	**77,165**	**188,961**	**168,887**	**(20,074)**	**697,489**	**762,592**	**65,103**	**573,631**	**25%**
Employee Benefits												
3101	STRS	10,429	40,315	40,770	91,514	93,965	2,451	505,321	505,321	-	413,807	18%
3202	PERS	5,263	10,171	12,243	27,677	18,344	(9,333)	92,125	104,840	12,715	77,162	26%
3301	OASDI/Med	5,436	8,319	9,022	22,777	21,615	(1,162)	112,459	117,847	5,388	95,070	19%
3401	HlthWelfare	2,985	70,908	2,735	76,628	101,177	24,548	607,060	609,744	2,684	533,115	13%
3501	UnemployIns	-	472	-	472	1,126	654	2,502	2,502	-	2,030	19%
3601	WorkersCmp	11,052	3,682	3,683	18,417	19,634	1,217	44,879	44,879	-	26,462	41%
3901	OthBenes	-	-	-	-	5,165	5,165	20,658	20,658	-	20,658	0%
	SUBTOTAL - Employee Benefits	**35,166**	**133,866**	**68,453**	**237,485**	**261,026**	**23,541**	**1,385,003**	**1,405,790**	**20,787**	**1,168,305**	**17%**
Books & Supplies												
4100	Text&CoreCurric	-	-	-	-	2,914	2,914	22,121	28,324	6,203	28,324	0%
4200	BooksOthRefMats	-	-	-	-	1,215	1,215	5,311	5,311	-	5,311	0%
4310	Ins Mats & Sups	-	87	179	266	-	(266)	70,000	61,124	(8,876)	60,858	0%
4320	Office Supplies	-	975	1,994	2,969	7,160	4,191	13,664	13,664	-	10,695	22%
4326	Arts&MusicSupps	-	-	-	-	1,841	1,841	5,311	2,311	(3,000)	2,311	0%
4335	PE Supplies	-	-	-	-	-	-	25,000	17,500	(7,500)	17,500	0%
4340	Educat Software	-	5,714	10,333	16,047	-	(16,047)	80,648	40,892	(39,756)	24,845	39%
4345	NonInstStdntSup	-	-	-	-	50	50	7,500	5,000	(2,500)	5,000	0%
4346	TeacherSupplies	-	-	-	-	5,023	5,023	10,621	10,621	-	10,621	0%
4350	Cust. Supplies	-	-	-	-	1,109	1,109	21,343	21,343	-	21,343	0%
4400	NonCapEquip-Gen	-	-	-	-	2,500	2,500	25,000	15,000	(10,000)	15,000	0%
4430	OffceFurnEqp<5k	-	-	-	-	566	566	2,648	4,148	1,500	4,148	0%
4440	Computers <$5k	-	-	174	174	-	(174)	2,655	32,655	30,000	32,481	1%
4710	Food	-	-	-	-	-	-	357,547	317,547	(40,000)	317,547	0%
4720	Food:Other Food	-	-	392	392	1,316	925	8,000	4,000	(4,000)	3,608	10%
4999	Misc Exp-Suspense	-	24,208	15,324	39,533	-	(39,533)	-	-	-	(39,533)	-
	SUBTOTAL - Books and Supplies	**-**	**30,984**	**28,397**	**59,381**	**23,694**	**(35,687)**	**657,369**	**579,441**	**(77,929)**	**520,060**	**10%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	-	269,311	89,770	359,082	360,477	1,395	997,937	997,937	-	638,855	36%
5205	Conference Fees	-	-	-	-	-	-	10,000	10,000	-	10,000	0%
5210	MilesParkTolls	-	-	179	179	750	571	3,000	3,000	-	2,821	6%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	1,250	1,250	5,000	5,000	-	5,000	0%
5300	DuesMemberships	-	-	450	450	2,500	2,050	36,263	36,263	-	35,813	1%
5450	Other Insurance	7,460	2,486	2,485	12,431	10,000	(2,431)	40,000	40,000	-	27,569	31%
5500	OpsHousekeeping	1,317	1,317	1,317	3,950	10,000	6,050	40,000	40,000	-	36,050	10%
5510	Gas & Electric	-	11,726	11,090	22,816	26,667	3,851	120,000	110,000	(10,000)	87,184	21%
5610	Rent & Leases	-	-	-	-	-	-	-	-	-	-	-
5620	EquipmentLeases	2,214	2,532	3,207	7,953	-	(7,953)	50,286	50,286	-	42,333	16%
5630	Reps&MaintBldng	-	24,268	9,400	33,668	21,250	(12,418)	85,000	45,000	(40,000)	11,332	75%
5800	ProfessServices	-	-	16,752	16,752	6,566	(10,186)	269,267	44,487	(224,780)	27,735	38%
5810	Legal	-	1,791	21,966	23,756	3,750	(20,006)	15,000	15,000	-	(8,756)	158%
5813	SchPrgAftSchool	-	-	-	-	1,375	1,375	5,500	5,500	-	5,500	0%
5814	SchPrgAcadComps	-	-	-	-	2,750	2,750	11,000	11,000	-	11,000	0%
5819	SchlProgs-Other	-	-	-	-	1,775	1,775	7,100	18,521	11,421	18,521	0%
5820	Audit & CPA	-	-	-	-	-	-	11,684	11,684	-	11,684	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	-	35,000	30,544	(4,456)	30,544	0%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	8,860	8,860	16,000	7,140	20,000	20,000	-	11,140	44%
5850	Oversight Fees	-	-	-	-	-	-	79,550	79,550	-	79,550	0%
5857	Payroll Fees	-	1,873	-	1,873	8,975	7,102	35,900	35,900	-	34,028	5%
5860	Service Fees	231	307	577	1,115	733	(382)	2,932	2,932	-	1,817	38%
5863	Prof Developmnt	-	-	604	604	7,604	7,000	30,418	46,249	15,831	45,645	1%
5864	Prof Dev-Other	-	-	-	-	-	-	70,682	50,682	(20,000)	50,682	0%
5869	SpEd Ctrct Inst	-	-	-	-	9,562	9,562	-	193,505	193,505	193,505	0%
5872	SpEd Fees	-	-	-	-	-	-	-	19,709	19,709	19,709	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	2,120	2,120	-	(2,120)	85,000	85,000	-	82,880	2%
5890	OthSvcsNon-Inst	-	-	-	-	750	750	3,000	3,000	-	3,000	0%
5900	Communications	-	-	-	-	-	-	3,090	3,090	-	3,090	0%
5920	TelecomInternet	-	-	479	479	-	(479)	73,161	73,161	-	72,682	1%
5930	PostageDelivery	-	1,101	85	1,187	2,655	1,469	10,621	10,621	-	9,434	11%
5940	Technology	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**11,222**	**316,712**	**169,341**	**497,275**	**495,389**	**(1,886)**	**2,156,391**	**2,097,620**	**(58,771)**	**1,600,345**	**24%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date					Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	-	-	-	597,067	597,067	-	597,067	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**-**	**597,067**	**597,067**	**-**	**597,067**	**0%**
Other Outflows												
7299	Encroachment	-	-	-	-	-	-	19,709	-	(19,709)	-	-
7438	InterestExpense	43,042	-	174,990	218,031	191,513	(26,518)	595,203	595,203	-	377,172	37%
	SUBTOTAL - Other Outflows	**43,042**	**-**	**174,990**	**218,031**	**191,513**	**(26,518)**	**614,912**	**595,203**	**(19,709)**	**377,172**	**37%**
TOTAL EXPENSES		**293,574**	**788,551**	**765,092**	**1,847,216**	**1,823,682**	**(23,534)**	**9,396,401**	**9,104,365**	**(292,036)**	**7,257,149**	**20%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)	Year To Date						Annual Budget				
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
SUMMARY											
Revenue											
LCFF Entitlement	40,408	174,372	403,436	618,216	577,617	40,599	3,724,672	3,724,672	-	3,106,456	17%
Federal Revenue	-	-	-	-	2,627	(2,627)	134,778	134,778	-	134,778	0%
Other State Revenues	9,620	-	26,936	36,556	29,842	6,714	590,983	590,983	-	554,427	6%
Other Local Revenues (incl. suspense)	7,014	(6,513)	828	1,329	4,718	(3,389)	79,331	79,331	-	78,002	2%
Total Revenue	**57,042**	**167,859**	**431,200**	**656,101**	**614,804**	**41,297**	**4,529,764**	**4,529,764**	**-**	**3,873,663**	**14%**
Expenses											
Certificated Salaries	94,940	127,178	128,586	350,704	355,184	4,480	1,664,407	1,664,407	-	1,313,702	21%
Classified Salaries	25,053	27,475	29,806	82,334	61,060	(21,274)	238,576	238,576	-	156,243	35%
Benefits	19,286	67,724	31,843	118,854	131,789	12,935	696,366	696,366	-	577,513	17%
Books and Supplies	-	16,908	43,133	60,041	17,817	(42,225)	136,427	131,270	5,157	71,229	46%
Services and Other Operating Expenditures	6,766	126,122	77,960	210,848	204,027	(6,821)	1,736,112	1,709,230	26,882	1,498,382	12%
Depreciation & Cap Outlay	-	9,800	-	9,800	11,412	1,612	45,647	346,587	(300,940)	336,787	3%
Other Outflows	-	-	14,897	44,690	37,350	(7,340)	12,006	-	12,006	(44,690)	-
Total Expenses	**146,045**	**375,207**	**326,225**	**877,270**	**818,638**	**(58,633)**	**4,529,541**	**4,786,436**	**(256,895)**	**3,909,166**	**18%**
Operating Income				**(221,170)**	**(203,834)**	**(17,336)**	**223**	**(256,672)**	**(256,895)**	**(35,502)**	
Fund Balance											
Beginning Balance (Unaudited)							1,165,312	1,165,312			
Audit Adjustment							-	-			
Beginning Balance (Audited)							1,165,312	1,165,312			
Operating Income							223	(256,672)			
Ending Fund Balance							**1,165,535**	**908,640**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
8011	State Aid	40,408	40,408	75,752	156,568	162,328	5,760	1,016,244	1,016,244	-	859,676	15%
8012	EPA Entitlement	-	-	19,399	19,399	19,399	-	92,299	92,299	-	72,900	21%
8019	Prior Year Adjustments	-	(794)	-	(794)	-	794	-	-	-	794	-
8096	InLieuPropTaxes	-	134,758	308,285	443,043	395,890	(47,153)	2,616,129	2,616,129	-	2,173,086	17%
	SUBTOTAL - LCFF Entitlement	**40,408**	**174,372**	**403,436**	**618,216**	**577,617**	**(40,599)**	**3,724,672**	**3,724,672**	**-**	**3,106,456**	**17%**
Federal Revenue												
8181	SpEd - Revenue	-	-	-	-	-	-	50,500	50,500	-	50,500	0%
8220	SchLunchFederal	-	-	-	-	-	-	33,724	33,724	-	33,724	0%
8290	All Other Federal Revenue	-	-	-	-	2,627	2,627	50,554	50,554	-	50,554	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**2,627**	**2,627**	**134,778**	**134,778**	**-**	**134,778**	**0%**
Other State Revenue												
8311	SpEd Revenue	9,620	-	26,936	36,556	29,842	(6,714)	240,900	240,900	-	204,344	15%
8520	SchoolNutrState	-	-	-	-	-	-	2,172	2,172	-	2,172	0%
8550	MandCstReimburs	-	-	-	-	-	-	139,401	139,401	-	139,401	0%
8560	StateLotteryRev	-	-	-	-	-	-	89,530	89,530	-	89,530	0%
8590	AllOthStateRev	-	-	-	-	-	-	118,980	118,980	-	118,980	0%
	SUBTOTAL - Other State Revenue	**9,620**	**-**	**26,936**	**36,556**	**29,842**	**(6,714)**	**590,983**	**590,983**	**-**	**554,427**	**6%**
Local Revenue												
8634	StudentLunchFee	6,891	(6,891)	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	2,500	2,500	-	2,500	0%
8660	Interest	-	377	828	1,206	250	(956)	-	-	-	(1,206)	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	-	4,468	4,468	76,831	76,831	-	76,831	0%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	123	-	-	123	-	(123)	-	-	-	(123)	-
	SUBTOTAL - Local Revenue	**7,014**	**(6,513)**	**828**	**1,329**	**4,718**	**3,389**	**79,331**	**79,331**	**-**	**78,002**	**2%**
TOTAL REVENUE		**57,042**	**167,859**	**431,200**	**656,101**	**614,804**	**(41,297)**	**4,529,764**	**4,529,764**	**-**	**3,873,663**	**14%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	42,300	93,718	95,189	231,207	252,402	21,195	1,238,279	1,238,279	-	1,007,072	19%
1300	Cert Adminis	52,640	33,460	33,397	119,497	102,782	(16,715)	426,128	426,128	-	306,631	28%
	SUBTOTAL - Certificated Salaries	**94,940**	**127,178**	**128,586**	**350,704**	**355,184**	**4,480**	**1,664,407**	**1,664,407**	**-**	**1,313,702**	**21%**
Classified Salaries												
2400	Clerical & Tech	9,337	10,575	10,631	30,543	14,911	(15,632)	59,644	59,644	-	29,101	51%
2900	OtherClassStaff	15,716	16,900	19,175	51,791	46,149	(5,642)	178,932	178,932	-	127,142	29%
	SUBTOTAL - Classified Salaries	**25,053**	**27,475**	**29,806**	**82,334**	**61,060**	**(21,274)**	**238,576**	**238,576**	**-**	**156,243**	**35%**
Employee Benefits												
3101	STRS	8,442	21,222	21,001	50,665	47,061	(3,605)	248,164	248,164	-	197,498	20%
3202	PERS	2,354	4,574	4,874	11,802	8,173	(3,629)	36,329	36,329	-	24,527	32%
3301	OASDI/Med	2,915	3,571	3,855	10,341	10,329	(12)	51,069	51,069	-	40,727	20%
3401	HlthWelfare	1,487	36,777	749	39,013	56,329	17,316	337,971	337,971	-	298,959	12%
3501	UnemployIns	-	217	-	217	456	239	1,141	1,141	-	924	19%
3601	WorkersCmp	4,088	1,363	1,364	6,815	9,375	2,560	21,428	21,428	-	14,613	32%
3901	OthBenes	-	-	-	-	66	66	264	264	-	264	0%
	SUBTOTAL - Employee Benefits	**19,286**	**67,724**	**31,843**	**118,854**	**131,789**	**12,935**	**696,366**	**696,366**	**-**	**577,513**	**17%**
Books & Supplies												
4100	Text&CoreCurric	-	-	(1,001)	(1,001)	-	1,001	5,150	5,150	-	6,151	-19%
4200	BooksOthRefMats	-	-	-	-	208	208	5,150	5,150	-	5,150	0%
4310	Ins Mats & Sups	-	-	-	-	4,596	4,596	30,000	34,468	4,468	34,468	0%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	-	677	677	4,716	4,039	9,270	9,270	-	8,593	7%
4326	Arts&MusicSupps	-	-	-	-	-	-	2,334	2,334	-	2,334	0%
4335	PE Supplies	-	-	-	-	-	-	3,605	2,105	(1,500)	2,105	0%
4340	Educat Software	-	375	3,282	3,657	1,222	(2,434)	13,654	14,029	375	10,372	26%
4345	NonInstStdntSup	-	-	74	74	-	(74)	6,365	3,365	(3,000)	3,291	2%
4346	TeacherSupplies	-	-	-	-	1,292	1,292	2,500	2,500	-	2,500	0%
4350	Cust. Supplies	-	-	-	-	191	191	6,365	6,365	-	6,365	0%
4430	OffceFurnEqp<5k	-	-	-	-	-	-	3,468	1,968	(1,500)	1,968	0%
4440	Computers <$5k	-	-	-	-	(441)	(441)	1,000	-	(1,000)	-	-
4710	Food	-	-	-	-	4,067	4,067	40,670	40,670	-	40,670	0%
4720	Food:Other Food	-	-	242	242	1,964	1,722	6,896	3,896	(3,000)	3,654	6%
4999	Misc Exp-Suspense	-	16,533	39,858	56,391	-	(56,391)	-	-	-	(56,391)	-
	SUBTOTAL - Books and Supplies	**-**	**16,908**	**43,133**	**60,041**	**17,817**	**(42,225)**	**136,427**	**131,270**	**(5,157)**	**71,229**	**46%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	-	68,286	34,143	102,428	102,429	0	409,714	409,714	-	307,286	25%
5205	Conference Fees	-	-	-	-	1,197	1,197	4,790	4,790	-	4,790	0%
5210	MilesParkTolls	-	-	25	25	-	(25)	7,426	2,426	(5,000)	2,401	1%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	76	76	1,803	1,726	7,210	6,210	(1,000)	6,134	1%
5300	DuesMemberships	-	-	1,020	1,020	1,432	412	5,729	5,729	-	4,709	18%
5450	Other Insurance	5,027	1,676	1,675	8,378	5,638	(2,740)	22,550	22,550	-	14,172	37%
5500	OpsHousekeeping	371	742	1,137	2,250	-	(2,250)	56,650	56,650	-	54,400	4%
5510	Gas & Electric	301	3,995	7,773	12,069	-	(12,069)	30,000	30,000	-	17,931	40%
5610	Rent & Leases	-	40,000	20,000	60,000	60,000	-	713,760	713,760	-	653,760	8%
5620	EquipmentLeases	-	700	1,479	2,180	-	(2,180)	10,609	10,609	-	8,429	21%
5630	Reps&MaintBldng	-	-	100	100	3,000	2,900	42,000	27,000	(15,000)	26,900	0%
5800	ProfessServices	-	-	1,740	1,740	-	(1,740)	80,660	22,310	(58,350)	20,570	8%
5810	Legal	-	-	728	728	-	(728)	15,450	15,450	-	14,723	5%
5813	SchPrgAftSchool	-	-	-	-	-	-	79,380	79,380	-	79,380	0%
5814	SchPrgAcadComps	-	-	-	-	1,159	1,159	4,635	2,635	(2,000)	2,635	0%
5819	SchlProgs-Other	-	-	-	-	283	283	1,133	1,133	-	1,133	0%
5820	Audit & CPA	-	-	-	-	-	-	10,609	10,609	-	10,609	0%
5825	DMSBusinessSvcs	-	-	-	-	5,578	5,578	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	-	45,000	45,000	-	45,000	0%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	991	991	-	(991)	15,000	15,000	-	14,009	7%
5850	Oversight Fees	-	7,068	2,035	9,103	6,704	(2,398)	37,247	37,247	-	28,144	24%
5857	Payroll Fees	-	-	-	-	4,111	4,111	16,444	16,444	-	16,444	0%
5860	Service Fees	-	-	33	33	265	232	1,061	1,061	-	1,028	3%
5863	Prof Developmnt	-	-	-	-	-	-	12,360	3,847	(8,513)	3,847	0%
5864	Prof Dev-Other	-	-	-	-	-	-	15,725	8,725	(7,000)	8,725	0%
5869	SpEd Ctrct Inst	-	-	295	295	-	(295)	-	57,975	57,975	57,680	1%
5872	SpEd Fees	-	-	-	-	-	-	-	12,006	12,006	12,006	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	1,627	1,627	-	(1,627)	25,000	25,000	-	23,373	7%
5890	OthSvcsNon-Inst	-	-	-	-	375	375	1,500	1,500	-	1,500	0%
5900	Communications	-	-	-	-	8,766	8,766	35,063	35,063	-	35,063	0%
5920	TelecomInternet	1,068	3,076	3,083	7,227	-	(7,227)	24,258	24,258	-	17,031	30%
5930	PostageDelivery	-	579	-	579	1,288	709	5,150	5,150	-	4,571	11%
5940	Technology	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**6,766**	**126,122**	**77,960**	**210,848**	**204,027**	**(6,821)**	**1,736,112**	**1,709,230**	**(26,882)**	**1,498,382**	**12%**

Monthly Budget vs. Actuals Financial Update Actuals through September 30, 2018)		Year To Date						Annual Budget				
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	9,800	-	9,800	-	(9,800)	-	271,940	271,940	262,140	4%
6400	EquipFixed	-	-	-	-	-	-	-	29,000	29,000	29,000	0%
6900	Depreciation	-	-	-	-	11,412	11,412	45,647	45,647	-	45,647	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**9,800**	**-**	**9,800**	**11,412**	**1,612**	**45,647**	**346,587**	**300,940**	**336,787**	**3%**
Other Outflows												
7299	Encroachment	-	-	-	-	-	-	12,006	-	(12,006)	-	-
7438	InterestExpense	-	29,793	14,897	44,690	37,350	(7,340)	-	-	-	(44,690)	-
	SUBTOTAL - Other Outflows	**-**	**-**	**14,897**	**44,690**	**37,350**	**(7,340)**	**12,006**	**-**	**(12,006)**	**(44,690)**	**-**
TOTAL EXPENSES		**146,045**	**375,207**	**326,225**	**877,270**	**818,638**	**(58,633)**	**4,529,541**	**4,786,436**	**256,895**	**3,909,166**	**18%**

Monthly Budget vs. Actuals Financial Update As of August 31, 2018	Year To Date						Annual Budget				
MSA MERF	**Jul Actuals**	**Aug Actuals**	**Sep Actuals**	**Actual YTD**	**Budget YTD**	**Variance (+ = good)**	**Adopted (July 1) Budget**	**Current Forecast**	**Adopted Budget vs. Current Forecast**	**Current Forecast Remaining**	**Actuals as % of Current Forecast**
SUMMARY											
Revenue											
LCFF Entitlement	-	-	-	-	-	-	-	-	-	- -	
Federal Revenue	-	-	-	-	-	-	-	-	-	- -	
Other State Revenues	-	-	-	-	-	-	-	-	-	- -	
Other Local Revenues (incl. suspense)	158,541	1,409,427	134,556	1,702,524	1,673,594	28,930	6,058,065	6,083,065	25,000	4,380,541	28%
Total Revenue	**158,541**	**1,409,427**	**134,556**	**1,702,524**	**1,673,594**	**28,930**	**6,058,065**	**6,083,065**	**25,000**	**4,380,541**	**28%**
Expenses											
Certificated Salaries	46,813	(5,797)	48,213	89,228	97,443	8,214	378,982	378,982	-	289,754	24%
Classified Salaries	138,198	150,746	171,295	460,238	383,190	(77,048)	2,115,146	2,108,146	7,000	1,647,908	22%
Benefits	38,690	73,406	36,124	148,220	165,611	17,391	772,961	772,961	-	624,741	19%
Books and Supplies	-	1,790	54,489	56,279	10,622	(45,657)	89,201	94,739	(5,538)	38,460	59%
Services and Other Operating Expenditures	29,627	167,935	87,673	285,236	321,462	36,226	2,451,260	2,466,722	(15,462)	2,181,486	12%
Depreciation & Cap Outlay	-	-	-	-	129	129	515	11,515	(11,000)	11,515	0%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**253,328**	**388,081**	**397,794**	**1,039,202**	**978,457**	**(60,745)**	**5,808,065**	**5,833,065**	**(25,000)**	**4,793,863**	**18%**
Operating Income				**663,322**	**695,137**	**(31,815)**	**250,000**	**250,000**	**0**	**(413,322)**	
Fund Balance											
Beginning Balance (Unaudited)							793,959	793,959			
Audit Adjustment							-	-			
Beginning Balance (Audited)							793,959	793,959			
Operating Income							250,000	250,000			
Ending Fund Balance							**1,043,959**	**1,043,959**			

DMS
DELTA MANAGED SOLUTIONS

Monthly Budget vs. Actuals Financial Update As of August 31, 2018		Year To Date						Annual Budget				
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
REVENUE DETAIL												
LCFF Entitlement												
	SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue												
	SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue												
	SUBTOTAL - Other State Revenue	-	-	-	-	-	-	-	-	-	-	-
Local Revenue												
8600	StudentLunchFee	-	-	25,000	25,000	-	(25,000)	-	25,000	25,000	-	100%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	375	445,540	(397,725)	48,189	67,770	19,581	50,000	50,000	-	1,811	96%
8701	CMO Fee - MSA-1	-	165,806	82,903	248,709	248,811	102	994,835	994,835	-	746,126	25%
8702	CMO Fee - MSA-2	-	149,815	74,908	224,723	225,485	762	898,892	898,892	-	674,169	25%
8703	CMO Fee - MSA-3	82,592	82,592	82,592	247,776	248,811	1,035	991,104	991,104	-	743,328	25%
8704	CMO Fee - MSA-4	6,471	6,471	6,471	19,414	18,661	(754)	77,657	77,657	-	58,243	25%
8705	CMO Fee - MSA-5	8,604	8,604	8,604	25,813	46,652	20,839	103,253	103,253	-	77,440	25%
8706	CMO Fee - MSA-6	3,871	3,871	3,871	11,613	10,886	(728)	46,452	46,452	-	34,839	25%
8707	CMO Fee - MSA-7	41,399	41,399	41,399	124,196	124,405	209	496,785	496,785	-	372,589	25%
8708	CMO Fee - MSA-8	-	165,239	82,620	247,859	248,811	952	991,436	991,436	-	743,577	25%
8709	CMO Fee - MSA-SA	-	269,311	89,770	359,082	330,874	(28,208)	997,937	997,937	-	638,855	36%
8712	CMO Fee - MSA-SD	-	68,286	34,143	102,428	102,429	0	409,714	409,714	-	307,286	25%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	15,228	2,493	-	17,721	-	(17,721)	-	-	-	(17,721)	-
	SUBTOTAL - Local Revenue	**158,541**	**1,409,427**	**134,556**	**1,702,524**	**1,673,594**	**(28,930)**	**6,058,065**	**6,083,065**	**25,000**	**4,380,541**	**28%**
TOTAL REVENUE		**158,541**	**1,409,427**	**134,556**	**1,702,524**	**1,673,594**	**(28,930)**	**6,058,065**	**6,083,065**	**25,000**	**4,380,541**	**28%**

Monthly Budget vs. Actuals Financial Update As of August 31, 2018		Year To Date						Annual Budget				
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
EXPENSES DETAIL												
Certificated Salaries												
1100	TeacherSalaries	-	-	-	-	-	-	-	-	-	-	-
1300	Cert Adminis	46,813	(5,797)	48,213	89,228	97,443	8,214	378,982	378,982	-	289,754	24%
	SUBTOTAL - Certificated Salaries	**46,813**	**(5,797)**	**48,213**	**89,228**	**97,443**	**8,214**	**378,982**	**378,982**	**-**	**289,754**	**24%**
Classified Salaries												
2400	Clerical & Tech	106,667	104,367	120,362	331,395	304,470	(26,925)	1,855,793	1,845,793	(10,000)	1,514,398	18%
2900	OtherClassStaff	31,531	46,379	50,933	128,843	78,720	(50,123)	259,353	262,353	3,000	133,510	49%
	SUBTOTAL - Classified Salaries	**138,198**	**150,746**	**171,295**	**460,238**	**383,190**	**(77,048)**	**2,115,146**	**2,108,146**	**(7,000)**	**1,647,908**	**22%**
Employee Benefits												
3101	STRS	10,071	13,233	13,498	36,801	23,838	(12,963)	94,038	94,038	-	57,237	39%
3202	PERS	4,036	4,165	4,165	12,366	12,507	141	49,981	49,981	-	37,615	25%
3301	OASDI/Med	9,531	9,991	10,079	29,601	36,006	6,406	141,870	141,870	-	112,269	21%
3401	HlthWelfare	1,539	37,102	(41)	38,599	48,791	10,192	292,748	292,748	-	254,149	13%
3501	UnemployIns	635	667	-	1,302	5,362	4,060	11,919	11,919	-	10,617	11%
3601	WorkersCmp	8,586	2,862	2,862	14,310	12,652	(1,658)	28,088	28,088	-	13,778	51%
3901	OthBenes	4,292	5,388	5,561	15,241	26,454	11,214	154,317	154,317	-	139,076	10%
	SUBTOTAL - Employee Benefits	**38,690**	**73,406**	**36,124**	**148,220**	**165,611**	**17,391**	**772,961**	**772,961**	**-**	**624,741**	**19%**
Books & Supplies												
4100	Text&CoreCurric	-	-	-	-	-	-	1,051	1,051	-	1,051	0%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	-	-	-	5,500	5,500	-	5,500	0%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	135	1,069	1,203	5,204	4,000	34,000	34,500	500	33,297	3%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	-	-	2,250	2,250	9,000	9,000	-	9,000	0%
4400	NonCapEquip-Gen	-	-	-	-	-	-	1,500	7,927	6,427	7,927	0%
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-
4440	Computers <$5k	-	-	-	-	406	406	5,000	6,110	1,110	6,110	0%
4710	Food	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	165	133	298	2,763	2,465	33,150	30,650	(2,500)	30,352	1%
4999	Misc Exp-Suspense	-	1,490	53,288	54,778	-	(54,778)	-	-	-	(54,778)	-
	SUBTOTAL - Books and Supplies	**-**	**1,790**	**54,489**	**56,279**	**10,622**	**(45,657)**	**89,201**	**94,739**	**5,538**	**38,460**	**59%**

Monthly Budget vs. Actuals Financial Update As of August 31, 2018		Year To Date						Annual Budget				
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Actual YTD	Budget YTD	Variance (+ = good)	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining	Actuals as % of Current Forecast
Services & Other Operating Expenses												
5101	CMO Fees	-	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	-	-	-	-	-	-	37,950	35,990	(1,960)	35,990	0%
5210	MilesParkTolls	2,178	4,267	2,341	8,785	-	(8,785)	116,000	116,000	-	107,215	8%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	20	802	822	-	(822)	92,150	89,650	(2,500)	88,828	1%
5300	DuesMemberships	75	150	1,017	1,242	2,725	1,483	10,900	11,000	100	9,758	11%
5450	Other Insurance	5,834	1,945	5,621	13,400	10,000	(3,400)	40,000	40,000	-	26,600	34%
5500	OpsHousekeeping	-	-	-	-	6,636	6,636	26,545	25,000	(1,545)	25,000	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	13,850	15,457	14,525	43,832	44,050	218	176,200	177,745	1,545	133,913	25%
5620	EquipmentLeases	286	286	286	857	-	(857)	13,000	13,000	-	12,143	7%
5630	Reps&MaintBldng	-	-	-	-	625	625	2,500	2,500	-	2,500	0%
5800	ProfessServices	6,750	27,225	37,201	71,176	86,738	15,562	548,750	547,500	(1,250)	476,324	13%
5810	Legal	-	4,707	15,747	20,454	-	(20,454)	335,000	335,000	-	314,546	6%
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	2,500	2,500	-	-	-	-	-
5820	Audit & CPA	-	-	-	-	12,500	12,500	50,000	50,000	-	50,000	0%
5825	DMSBusinessSvcs	-	103,404	-	103,404	130,688	27,283	500,000	500,000	-	396,596	21%
5835	Field Trips	-	-	-	-	-	-	-	25,000	25,000	25,000	0%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	3,500	3,500	-	(3,500)	58,000	58,000	-	54,500	6%
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-
5857	Payroll Fees	-	-	-	-	5,000	5,000	20,000	20,000	-	20,000	0%
5860	Service Fees	-	-	-	-	5,000	5,000	20,000	20,000	-	20,000	0%
5863	Prof Developmnt	-	150	960	1,110	-	(1,110)	77,000	73,100	(3,900)	71,990	2%
5864	Prof Dev-Other	-	-	-	-	-	-	50,500	41,500	(9,000)	41,500	0%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	-	-	-	-
5872	SpEd Fees	-	-	-	-	-	-	-	-	-	-	-
5875	StaffRecruiting	-	1,223	173	1,396	3,750	2,354	15,000	15,000	-	13,604	9%
5884	Substitutes	-	-	-	-	-	-	-	-	-	-	-
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	655	657	100	1,412	8,000	6,588	32,000	32,000	-	30,588	4%
5920	TelecomInternet	-	-	-	-	-	-	-	-	-	-	-
5930	PostageDelivery	-	649	(0)	649	3,250	2,601	13,000	13,000	-	12,351	5%
5940	Technology	-	7,796	5,400	13,196	-	(13,196)	216,765	225,738	8,973	212,542	6%
	SUBTOTAL - Services & Operations	**29,627**	**167,935**	**87,673**	**285,236**	**321,462**	**36,226**	**2,451,260**	**2,466,722**	**15,462**	**2,181,486**	**12%**

Monthly Budget vs. Actuals Financial Update As of August 31, 2018		Year To Date						Annual Budget				
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Capital Outlay & Depreciation												
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	11,000	11,000	11,000	0%
6900	Depreciation	-	-	-	-	129	129	515	515	-	515	0%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**-**	**129**	**129**	**515**	**11,515**	**11,000**	**11,515**	**0%**
Other Outflows												
7299	Encroachment	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**253,328**	**388,081**	**397,794**	**1,039,202**	**978,457**	**(60,745)**	**5,808,065**	**5,833,065**	**25,000**	**4,793,863**	**18%**

MAGNOLIA
FOUNDATION
QUESTIONS &
COMMENTS
DMS
DELTA MANAGED SOLUTIONS

Cover Sheet

Facilities Update- Written Report

Section:	III. Information/Discussion Items
Item:	D. Facilities Update- Written Report
Purpose:	FYI
Submitted by:	
Related Material:	III D Facilities Update.pdf

Board Agenda Item #:	III.D.- Written Report
Date:	November 8, 2018
To:	Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	FACILITIES UPDATES

Background

No action recommended. Information only.

SCHOOL	UPDATES	NEXT STEPS
MSA-1	New High School Building Construction Update: ▪ Project is on schedule and on budget; no red flags. ▪ See pictures attached. Middle School Tenant Improvement Update: ▪ Plans have been prepared with the exception of finalizing the architectural plans.	New High School Building Construction: ▪ Continue with construction activities Middle School Tenant Improvement Update: ▪ Allow additional investigatory work in order to complete plans ▪ Upon completion of the plans, they will be priced out so that MPS Staff can report to the Board on upgrade costs and choices can be made
MSA-2	Campus Improvements: ▪ Draft of development agreement for improvements to campus was pending cost estimates to LAUSD; such cost estimates were provided ▪ LAUSD provided LAUSD specs for cameras; RFP responses reflect LAUSD specs; Vendor was selected ▪ Upgrade to HVACs, approved at last special board meeting, is being scheduled	Campus Improvements: ▪ Awaiting response on development agreement from LAUSD ▪ Complete Prop 39 HVAC upgrade
MSA-3	Commencing search for private site. Director Brimmer is assisting. Meanwhile, Suat Acar successfully led the effort to submit the Prop 39 request on time.	Continue with site search

SCHOOL	UPDATES	NEXT STEPS
MSA-4	Commencing search for alternative site. Meanwhile, Suat Acar successfully led the effort to submit the Prop 39 request on time.	Continue with site search
MSA-5	No updates. Suat Acar successfully led the effort to submit the Prop 39 request on time.	
MSA-6	No updates	
MSA-7	Contract for HVAC upgrade work approved at special board meeting. Work is presently being scheduled. RFP for playground and restrooms issued to be paid for with Charter School Facility Incentive Grant money	
MSA-8	No updates	
MSA-SAN DIEGO	Project in close out mode: **SILVER CREEK:** ▪ Silver Creek completed their punch-list work (for a second time) and IOR inspected. Waiting for IOR report. **NEXGEN:** ▪ NexGen completed punch-list items. NexGen is working with architect to develop solution to gate that is not ADA compliant. **Williams Scotsman:** ▪ MPS Staff waiting for response from WS to Hal Block's last correspondence for a larger cash refund to MPS based on multiple issues. Additional Campus Improvements – MSA San Diego would like to add cabinets to classrooms, a permanent lunch shelter immediately adjacent to MPR	Follow up with close-out activities: **SILVER CREEK:** ▪ Confirm completion of **NEXGEN:** ▪ IOR has inspected and signed off on work with exception of gate **Williams Scotsman:** ▪ If WS response is not favorable, we will consult with Rosemary Nunn about suggested next steps Additional Campus Improvements: ▪ Director of Facilities to find out if the desired improvements can be financed with savings from the construction project and if it can be started before official DSA close-out Patrick to find out if the utilities will pay for a solar shade structure
	DSA will not close out project without restoration of landscaping that was value engineered out of the project.	MPS to contract directly with a landscape contractor to perform the work.
	Prop 39 Energy Grant:	Prop 39 Energy Grant:

SCHOOL	UPDATES	NEXT STEPS
	• Consultants walked site to come up with energy saving improvements.	• Consultants will provide list of recommended improvements; report in process
MSA-SANTA ANA	Project is completed. Architect has rejected request for larger refund.	Complete California State Division of State Architect close out. Direction from Board needed for close out with architect.

MAGNOLIA PUBLIC SCHOOLS

PROGRESS PICTURES